

INSTRUCTIONS FOR USING REMOTE LEARNING PROJECTS

These materials were developed with the intention of easing the transition between in-class and temporary remote learning. Learning experiences are aligned with curricular outcomes and assessment tools have been included with each project.

Note:

1. The teacher either sends a link to the appropriate project or sends the document itself.
2. The teacher ensures that parents/caregivers receive any required school supplies (bin with pencils, markers, paper, etc.).
3. The teacher reassures parents/caregivers that communication will be maintained between home and school.
4. Parents/caregivers may access additional resources at:
 - My Learning at Home (www.edu.gov.mb.ca/k12/mylearning)
 - My Child in School (www.edu.gov.mb.ca/k12/mychild/index.html)

PROJECT OVERVIEW

Grade:	Grade 3, Grade 4, Grade 5
Main Subject:	Social Studies
Big Idea:	Land-Based Education
Title:	LEARNING FROM THE LAND
Cluster:	Grade 3: Connecting with Canadians, Communities of the World; Grade 4: Living in Manitoba; Grade 5: First Peoples
Duration:	2–6 weeks
Materials:	PowerPoint, BLMs, internet, paper, pencils, pencil crayons or markers, appropriate weather clothes and protection (bug spray, sunscreen) as required, optional: digital camera or smart phone (used with parent/caregiver permission and supervision).
Short Description:	Learning from the Land is about strengthening your relationship with the land. The inquiry-based learning experience is cross-curricular and incorporates Indigenous perspectives. Experiential learning consists of 25 land-based activities to choose from. Students are encouraged to take action and reflect on the whole learning experience. The unit was designed to be primarily teacher- or caregiver-led with some independent work completed by the student.

LEARNING OUTCOMES

Social Studies: www.edu.gov.mb.ca/k12/cur/socstud/index.html

Grade 3: 3-KI-007, 3-VP-011a, 3-KL-017, 3-KL-019, 3-KE-036, 3-VL-006, 3-VL-006a, 3-S-205

Grade 4: 4-KI-009a, 4-KL-024, 4-VL-006, 4-VL-006a, 4-S-205

Grade 5: 5-KL-017, 5-VE-015, 5-S-205

Science: www.edu.gov.mb.ca/k12/cur/science/scicurr.html

Grade 3: 3-0-1a, 3-1-02, 3-1-03, 3-2-07, 3-4-02

Grade 4: 4-0-1a, 4-0-9a, 4-1-09, 4-1-15, 4-1-17, 4-2-12

Grade 5: 5-0-9e, 5-1-13, 5-4-02, 5-4-08, 5-4-10, 5-4-13, 5-4-15

English Language Arts: www.edu.gov.mb.ca/k12/cur/ela/index.html

Grades 3 to 5 Band Practices, Elements and Descriptors: Language as: Sense Making, System, Power and Agency, Exploration and Design

This project provides opportunity for rich learning experiences through the following lenses: personal and philosophical, social, cultural and historical, and environmental and technological.

Mathematics: www.edu.gov.mb.ca/k12/cur/math/index.html

(covered in activities #3, #4, #5, #7, #21, #23, #24)

Grade 3: 3.SS.1, 3.SS.3, 3.SS.4, 3.SS.5, 3.SS.6, 3.PR.1, 3.PR.2, 3.SP.1, 3.SP.2

Grade 4: 4.SS.3, 4.SS.5, 4.SS.6, 4.SP.1, 4.SP.2

Grade 5: 5.SS.2, 5.SS.5, 5.SS.6, 5.SS.8, 5.SP.2

Visual Arts: www.edu.gov.mb.ca/k12/cur/arts/index.html

Grades 3 to 5: VA-CR1, VA-CR2, VA-CR3, VA-C3

Physical Education/Health Education: www.edu.gov.mb.ca/k12/cur/physhlth/curriculum.html

Grade 3: K.3.3.B.1, K.4.3.B.2b, K.5.2.A.1, K.5.2.B.2

Grade 4: K.4.4.C.4a, K.5.4.A.2, K.5.4.B.2

Grade 5: K.3.5.A.5a, K.3.5.B.6b, K.4.5.B.2a, K.4.5.B.2b, S.4.5.A.2

ASSESSMENT

LANGUAGE ARTS					MATHEMATICS			SCIENCE			SOCIAL STUDIES		
COMP. Listening & Viewing	COMP. Reading	COMM. Speaking & Represent.	COMM. Writing	Critical Thinking	Knowledge and Understanding	Mental Math & Estimation	Problem Solving	Knowledge and Understanding	Scientific Inquiry Process	Design Process & Problem Solving	Knowledge and Understanding	Research and Communication	Critical Thinking and Citizenship
X	X	X	X	X	X			X	X		X	X	X

Original concept created by: J. Fast and K. Berezka

LEARNING EXPERIENCES AND ASSESSMENT

Question: How do we relate to and with the land?

Teacher's instructions:

- Follow the PowerPoint and slide notes. The slide notes often contain important/extra information, links, suggestions, or alternate ideas.
- BLMs have been created for use with most of the learning activities and are indicated as, BLM #____, on the applicable PowerPoint slide. The Learning from the Land outline is as follows:
 - 1) Introduce the inquiry question “How do we relate to and with the land?” (Slides 1and 2) (BLM #1)
 - 2) Relationships (Slides 3–5, 12–13) (BLM #2a, #2b, #2c, #6)
 - 3) Indigenous Perspectives (Slides 6–11) (BLM #3a, #3b, #4, #5)
 - 4) Land-based Activities (Slides 14–39) (BLM #7a, #7b)
 - 5) Take Action (Slide 40) (BLM #8)
 - 6) Reflection (Slide 41) (BLM #9)
- Social Studies, Science, ELA, Math, Health and Art learning outcomes are woven throughout this learning experience. Prior to engaging in the learning experience/activities, it is recommended that you read through the outcomes in the rubric that apply to your students’ grade-level expectations to help guide the learning discussions, experiences, and assessment.
- **The BLMs, rubrics, activities and learning experiences may be adapted, rearranged, or reduced to only a few of the activities as makes sense for your context.** Expectations may be amended up or down depending on student interests, skills, and availability.

PowerPoint Slide 6 Learning How to Care for Mother Earth Video Notes—to help guide post-viewing student reflection

[Learning how to care for Mother Earth with Elder Dave Courchene](#) (3:31 min):

- Spend as much time as we can on the land.
- Out of the land, we get everything we need to live and to survive.
- How can we incorporate more Mother Earth into our lives?
- Mother Earth is the real teacher to understand life and, through nature (wind, birds, animals, trees), we hear the voice of that spirit.
- Make the effort to be with the land.
- Hug a tree, feel the life within that tree, begin to feel the life of all creation.
- Talk to the trees, talk to the water, talk to creation.
- What does creation say back? A voice of how much love Mother Earth wants to share with us.
- Key message of Mother Earth is “I bring you love.”
- Our duty and responsibility are to reciprocate that love and give it back to Mother Earth by taking care of her, looking after her, respecting her.

- The voice is not heard in your head but heard from the heart itself.
- How do we offer love back to Mother Earth? To express love back to Mother Earth, never take more from the land than what you need in order to live.
- Offer words of gratitude to Mother Earth giving her thanks for all that she gives us in order to live and survive.
- It's all about values and teachings that returns that expression of love that comes from the earth itself.
- We all need to learn this simple truth—THE EARTH IS A LIVING ENTITY.
- Mother Earth is alive just like any other creation we see in the world.

Land-based Activity—SAFETY INSTRUCTIONS

- Remind students to always check with an adult before going outside and that **adult supervision is required** for nature walks/activities to enhance the learning experience and ensure the safety of students.
- Remind students to **dress appropriately** for the weather and to wear proper footwear for long walks. Cold weather—parka, ski pants, toque, mitts, scarf, boots, etc. Warm weather—hat, sunscreen, bug spray, etc. Wet weather—rain jacket, rubber boots, umbrella, etc.
- Remind students to **be safe** while participating in the land-based activities. Avoid areas that have poison ivy, ticks, pesticides, etc. Don't throw rocks or pick up branches that are too big, don't climb trees too high or higher than they are comfortable, be careful around water, etc.
- Ask students to **respect nature**. Students can use their senses to look up closely and touch nature, but don't hurt nature. Remind students if they are doing an activity where they are allowed to gather and collect pieces of nature, to only pick up the items that are already on the ground. Don't break or pull leaves or branches off of trees.

Land-based Activity Reflections

- Have students complete as many land-based activities as you want. Students do not have to do all 25, they can pick and choose, or you can ask them to do certain ones depending on curricular goals and student strengths.
- Black Line Masters #7a and #7b have been designed to support student reflection after the Choice Board activities. Students do not have to do a BLM after every activity, they can pick and choose or you can assign which activities you would like them to complete a reflection on.
- Black Line Master #7a is better suited for early and beginner learners.
- Black Line Master #7b is a more in-depth reflection.

Assessment:

- Rubrics are set up by subject, listing subject-specific outcomes by grade band.
- It is recommended that criteria and guidelines are co-created with students for the individual activities within the *Learning from the Land* experience, guided by the specific learning outcomes listed in the rubrics.
- The rubrics are designed to help you focus the learning experience, adapt, differentiate, assess, make notes, and/or report on students' understanding and application of the outcomes/descriptors/concepts/skills you've chosen for students to discover and explore.
- Choose the outcomes/descriptors on the left that you wish to focus learning on, and makes notes on student learning to the right under the appropriate achievement indicator.

The Learning from the Land activities are also an excellent segue into learning about, appreciating, and analyzing the geographical features, natural resources, and agriculture of Manitoba, Canada, and the world, and the impact of geographical features and natural resources on the past, present and future of Manitoba, Canada, and the world.

Benefits of Spending Time Outdoors

It is very important for children to experience nature for their health, well-being, and development. The following resources talk about the importance and benefits of outdoor play:

[Active Outdoor Play Statement from the Council of Chief Medical Officers of Health—Pan-Canadian Public Health Network \(phn-rsp.ca\)](http://phn-rsp.ca)

[The Benefits of Outdoor Play Infographic \(outdoorplaycanada.ca\)](http://outdoorplaycanada.ca)

[Outdoor Play Canada | This summer 2021, play is more important than ever](#)

[39 fun ways kids can play outside this spring—Active For Life](#)

RESOURCES

Videos—Indigenous Perspectives

- [Elder Dave Courchene: Learning how to care for Mother Earth](#) (3:32 minutes)
- [Elder Dave Courchene: Connecting to the Spirit in the Land Video](#) (9:56 minutes)
- [Wahkohtowin: Cree Natural Law—BearPaw Media and Education](#) (23:47 minutes)
- [Indigenous Knowledge and Western Science: Dr. Leroy Little Bear Talk](#) (21:32 minutes)
- [Big Thinking—Leroy Little Bear: Blackfoot metaphysics 'waiting in the wings'](#) (1:03:09 minutes)
- [Traditional Ecological Knowledge & Place-based Learning Communities](#) (10:32 minutes)
- [The Pimachiowin Aki Profile](#) (1:54 minutes)
- [Indigenous Hunter Keeps Traditions Alive in Boreal Forest](#) (6:17 minutes)
- [Water the Sacred Relationship](#) (playlist)
- [CBC Stories from the Land](#) (video library)
- [CBC Gem](#) (video library)

Websites—Indigenous Perspectives

- [Stories from the Land—Indigenous Place Names Map of Canada](#)
- [MFNERC \(Traditional First Nation Community Names Map of Manitoba\)](#)
- [Assembly of Manitoba Chiefs \(AMC\) Map of Manitoba](#)
- [Native Land \(Traditional Territories Map of the World\)](#)
- [Treaty Relations Commission of Manitoba](#)
- [Treaty One Nation](#)
- [Turtle Lodge \(Sagkeeng First Nation\)](#)
- [Pimachiowin Aki \(World Heritage Site in the Boreal Forest\)](#)
- [Learning the Land \(Treaty Education Alliance, Saskatchewan\)](#)
- [Walking Together: First Nations, Metis, and Inuit Perspectives in Curriculum \(Alberta\)](#)
- [Exploring Kainai Plants and Culture \(Alberta\)](#)
- [Indigenous Peoples Atlas of Canada \(Canadian Geographic\)](#)
- [Indigenous Peoples Atlas of Canada: Tiled Floor Map](#)
- [National Centre for Collaboration Indigenous Education \(NCCIE\)—search their lesson plans](#)
- [Minecraft Education Edition: Manito Ahbee Aki](#)
- [Sacred Land Film Project \(Indigenous peoples' resistance to the destruction of their sacred sites\)](#)
- [Water Teachings](#)
- [Decolonizing Water](#)
- Indigenous Languages
 - <https://ojibwe.lib.umn.edu/>
 - <https://fmp.cla.umn.edu/dakota/>
 - <https://www.creedictionary.com/>
 - <https://dictionary.michif.atlas-ling.ca/#!/help>
- Google Earth
 - [Canada's Original Place Names](#)
 - [Indigenous Cultural Heritage](#)
 - [Celebrating Indigenous Languages](#)

Websites—Environmental Learning

- [Canadian Parks and Wilderness Society Manitoba Chapter \(CPAWS\)](#)
- [David Suzuki Foundation](#)
- [Jane Goodall Institute](#)
- [Outdoor Learning Store](#)
- [Take me Outside](#)
- [LandED Teacher Guides](#)
- [Outdoor Classroom Day \(May 20\)](#)
- [Green Action Centre](#)
- [Earth Day \(April 22\)](#)
- [Earth Day Canada \(April 22\)](#)
- [Nature United Canada](#)
- [Eco Schools Canada](#)
- [Water Rangers](#)

- [Learning for a Sustainable Future](#)
- [Get Outside and Play](#)
- [Green Teacher](#)
- [Resources For Rethinking](#)
- [Ontario Society for Environmental Education](#)
- [Manitoba Parks: Parks in the Classroom](#)
- [Field Guide: Trees of Manitoba](#)
- [FortWhyte Alive: Classroom Resources](#)
- [Oak Hammock Marsh](#)
- [Delta Marsh Bird Observatory](#)
- [Natural Curiosity 2nd Edition](#)
- [Climate Atlas of Canada](#)
- [Google Earth Climate Change's Impact](#)
- [Teachers—Earth Rangers](#)

Documents

- [Land Based Education Success Pathway Thompson Community Circle VOICE Pathways to Success](#)
- [Integrating Aboriginal Perspectives into Curricula](#)
- [Indigenous Land-based Learning—Elementary Teachers' Federation of Ontario](#)

Podcasts

- [Disconnect: The Outdoor Education Podcast](#)
- [Talking with Green Teachers](#)
- [The Forest School Podcast](#)
- [Unreserved CBC Podcast](#)

Apps

- [Whose Land on the App Store \(apple.com\)](#) (also available in Google Play Store)
- [Native-Land.ca | Our home on native land](#)
- [Earth Rangers: Where kids go to save animals!](#)

Step-by-step instructions for students:

Throughout the learning experience, think about the inquiry question, “How do we relate to and with the land?” Follow the teacher instructions, PowerPoint, and Blackline Masters. Enjoy the land-based activities using all of your senses, skills, and curiosity.

APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)

Grades 3 to 5: Learning from the Land PowerPoint Presentation.pptx

Grades 3 to 5: Blackline Masters (Word)

Grades 3 to 5: Learning from the Land Kindergarten Outcomes Rubric.docx

1. What do you think “learning from the land” means?

2. How do you like to spend your time, outside or inside?

Shade or circle the one that matches you the best.			
I love playing outside; I play outside all the time.	I mostly like spending time outside; I also like spending time inside.	I mostly like spending time inside; I also like spending time outside.	I prefer to play and spend time inside.

3. What are your favourite things to do outside? *Check off the activities that are your favourite. Add your own ideas too.*

- | | |
|---|--|
| <input type="checkbox"/> Play with friends | <input type="checkbox"/> Have a picnic |
| <input type="checkbox"/> Go on the playground | <input type="checkbox"/> Read a book |
| <input type="checkbox"/> Go for a walk | <input type="checkbox"/> Run around |
| <input type="checkbox"/> Go to the park | <input type="checkbox"/> Ride a bike |
| <input type="checkbox"/> Play sports | <input type="checkbox"/> Go swimming |

4. What is your favourite thing about nature?

5. What is your least favourite thing about nature?

Friendships

BLM #2a

What does it look like when someone is being a good friend?	What does it look like when someone isn't being a good friend?
How does it feel when someone is being a good friend?	How does it feel when someone isn't being a good friend?

Relationships

BLM #2b

What does a healthy relationship look like?	What does an unhealthy relationship look like?
How does it feel to be in a healthy relationship?	How does it feel to be in an unhealthy relationship?

Relationships with the land

BLM #2c

What can the land give you?	What can you give the land?
How does it feel when you give to the land?	How does it feel when the land gives to you?
How does the land take care of us?	How can we take care of the land?

1. How is place alive?

2. How is everything interconnected?

3. How is all of life living and breathing together?

4. Watch the video with Elder Dave Courchane, *Learning How to Care for Mother Earth* (3.32 minutes), and complete the following:

I see	I hear
I feel	I think

Indigenous Perspectives on the Land

BLM #3b

1. What does the land teach us?

2. How does the land teach us?

3. How would you describe the land? What is all part of the land?

4. Why is it important to give thanks to the land?

5. What are you thankful for?

1. What are some examples of place names in Canada that have their roots in an Indigenous language?

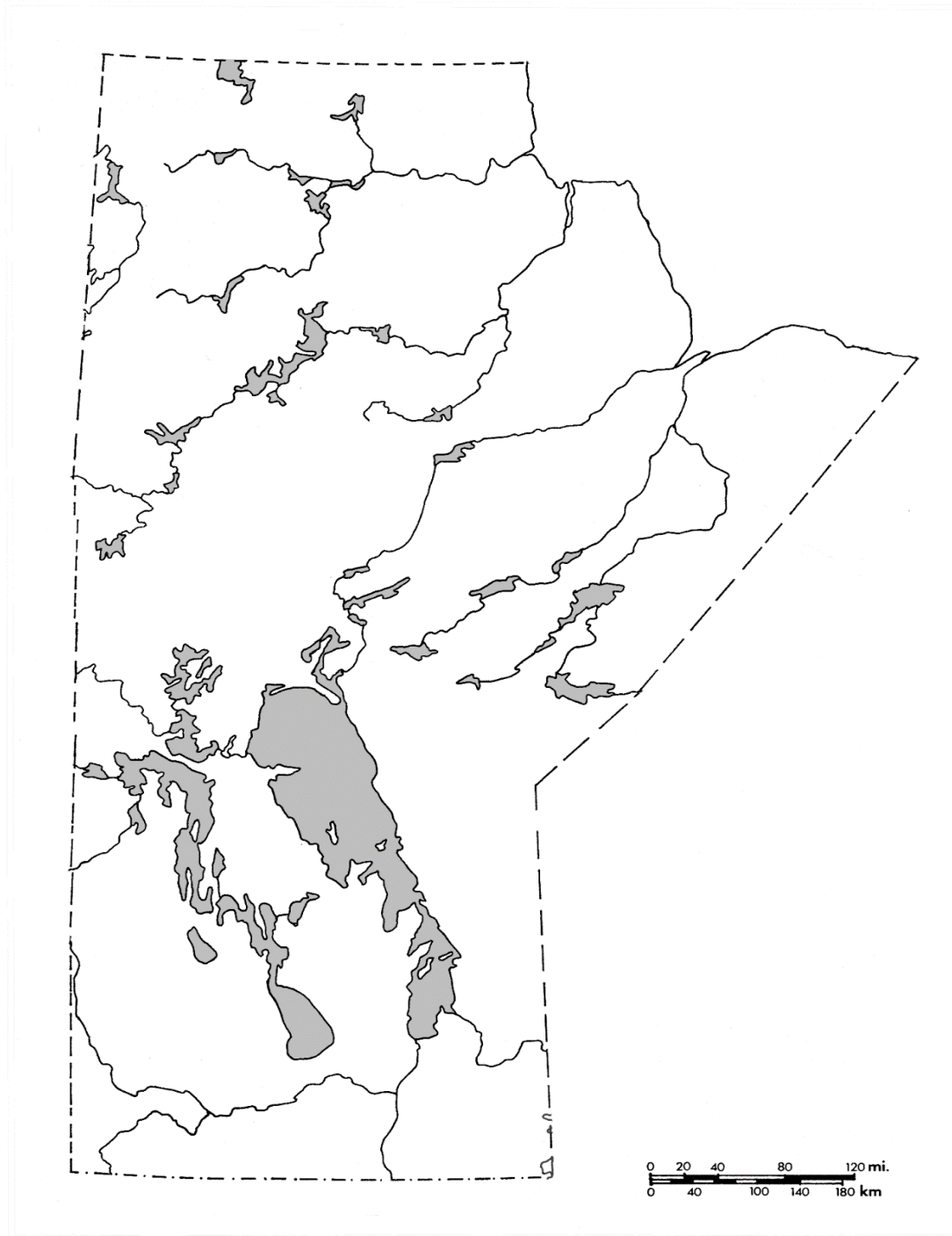
2. What are three Indigenous words that describe a place? Complete the table below.

Indigenous Language Group	Word n the Indigenous Language	Word in the English Language	Draw a Picture of the Word
Dakota	Mni	Water	

Mapping Indigenous Place Names in Manitoba

BLM #4b

Locate at least 5 place names that have their roots in an Indigenous language on the map of Manitoba below.



(Source: [Social Studies Grade 4](#), Manitoba Education, BLM 4-3-1)

1. Whose Traditional Territories are where you live?

2. Which Treaties were negotiated where you live?

3. How does it feel learning about Indigenous peoples and their Traditional Territories?

4. What is an example of a land acknowledgement?

5. Why is it important to give land acknowledgements?

Your Relationship with the Land

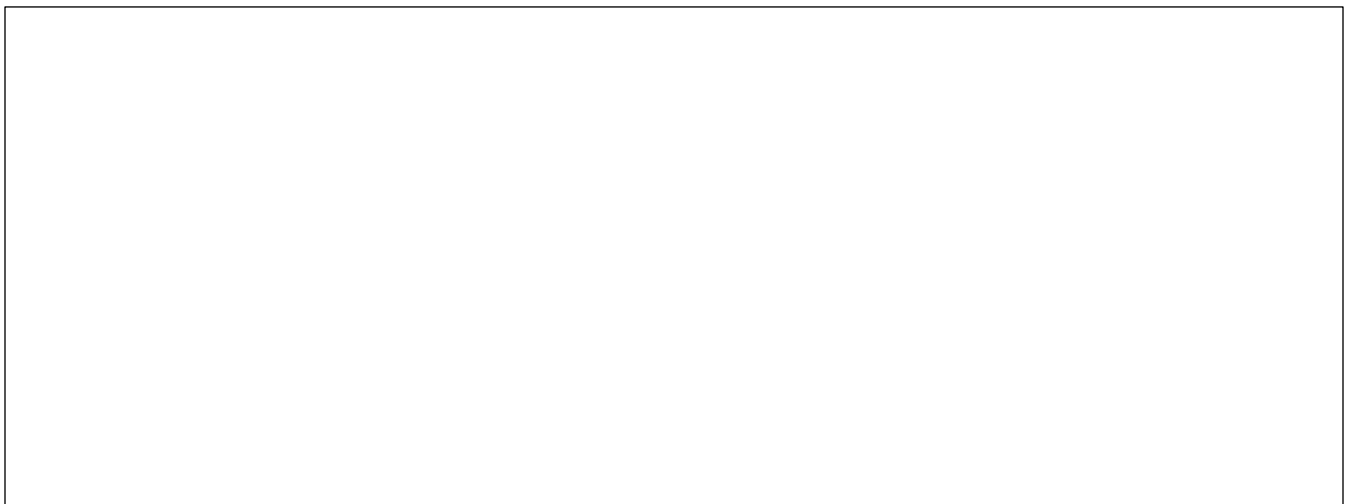
BLM #6

1. How is your identity (who you are) connected to where you live?
How do you feel about the place where you live?

2. What is your family's connection to the land? How does your family interact with the land?

3. What is a nature-based place that is very special to you? What makes that place special?

4. Draw a picture of a nature-based place that is special to you.



Land-based Activity Reflection

BLM #7a

I participated in Activity #_____.

I saw...

I heard...

I felt...

Land-based Activity Reflection

BLM #7b

1. Which land-based activity did you participate in?

2. How did the activity make you feel?

3. What did you see? What did you do?

4. What was your favourite part about the activity?

5. What was your least favourite part about the activity?

6. What did you learn from the activity?

7. What do you wonder about/want to learn more about now?

What can you do with what you have learned?

1. What can you do to help care for Mother Earth?

Choose one or more ideas to try. Add your own ideas too.

- | | |
|--|---|
| <input type="checkbox"/> Recycle | <input type="checkbox"/> Use less electricity |
| <input type="checkbox"/> Pick up garbage | <input type="checkbox"/> Don't waste water |
| <input type="checkbox"/> Compost | <input type="checkbox"/> |

2. How can you continue to learn about nature?

Choose one or more ideas to try. Add your own ideas too.

- | | |
|---|---|
| <input type="checkbox"/> Observe nature | <input type="checkbox"/> Research online |
| <input type="checkbox"/> Read a book | <input type="checkbox"/> Talk with people |
| <input type="checkbox"/> Watch a video | <input type="checkbox"/> |

2. Create something to raise awareness. Choose a topic—it could be about plants, animals, the land, taking care of Mother Earth, etc. Be sure to share your project with others.

Choose one idea to try. Add your own idea if it is not on the list.

Topic: _____

- | | |
|--|----------------------------------|
| <input type="checkbox"/> Poster | <input type="checkbox"/> Collage |
| <input type="checkbox"/> Brochure | <input type="checkbox"/> Song |
| <input type="checkbox"/> Drawing or Painting | <input type="checkbox"/> Poem |
| <input type="checkbox"/> Painting | <input type="checkbox"/> |

4. How can you celebrate your relationship with the land?

Choose one or more ideas to try. Add your own ideas too.

- | | |
|--|---|
| <input type="checkbox"/> Go outside | <input type="checkbox"/> Do a land-based activity with your family. |
| <input type="checkbox"/> Go on a nature walk | |
| <input type="checkbox"/> Visit a special place | <input type="checkbox"/> |

1. How do we relate to and with the land? How has your thinking changed about this question?

2. Which senses do you use most naturally in your relationship with the land? Which senses would you like to develop to better interact with the land?

3. What is something you learned that you didn't know before?

4. What was your favourite thing that you learned about?

5. What would you like to learn more about?

Learning from the Land 3–5 Outcomes Rubric—How do we relate to and with the land?

<div>Academic Achievement</div> <div>SOCIAL STUDIES Outcomes by Grade</div>	<div>Very Good to Excellent Understanding and Application (4)</div>	<div>Good Understanding and Application (3)</div>	<div>Basic Understanding and Application (2)</div>	<div>Limited Understanding and Application (1)</div>
<p>Grade 3:</p> <p>3-KI-007 Identify factors that may influence their identities. Examples: culture and language, time and place, groups and communities, arts and media...</p> <p>3-VP-011A Respect the teachings of Elders, leaders, parents, and community members.</p> <p>3-KL-017 Describe the influence of natural phenomena on ways of life in communities studied. Examples: climate, vegetation, natural resources, landforms, floods, droughts, storms...</p> <p>3-KL-019 Recognize that people have diverse ways of living on or with the land.</p> <p>3-KE-036 Give examples of how the natural environment influences work, goods, technologies, and trade in communities studied</p> <p>3-VL-006 Value the land for what it provides for communities.</p> <p>3-VL-006A Appreciate the sacredness of living on and with the land.</p> <p>3-S-205 Construct maps that include a title, legend, and compass rose.</p> <p>(Activity #8)</p>				

<p>Grade 4:</p> <p>4-KI-009A Understand the teachings of Elders about their culture and identity.</p> <p>4-KL-024 Give examples of Aboriginal peoples' traditional relationships with the land.</p> <p>4-VL-006 Appreciate Manitoba's natural environment.</p> <p>4-VL-006A Respect their spiritual connection to the natural environment (land, water, sky).</p> <p>4-S-205 Construct maps that include a title, legend, compass rose, and grid. (Activity #8)</p>				
<p>Grade 5:</p> <p>5-KL-017 Describe practices and beliefs that reflected First Peoples' connections with the land and the natural environment.</p> <p>5-VE-015 Be willing to consider diverse approaches to resource and land use.</p> <p>5-S-205 Construct maps that include a title, legend, compass rose, grid, and scale. (Activity #8)</p>				

<div>Academic Achievement</div> <div>SCIENCE Outcomes by Grade</div>	Very Good to Excellent Understanding and Application (4)	Good Understanding and Application (3)	Basic Understanding and Application (2)	Limited Understanding and Application (1)
Grade 3: 3-0-1a. Ask questions that lead to investigations of living things, objects, and events in the local environment. 3-1-02 Observe, compare, and contrast the structure and appearance of several types of plants. Examples: plants with different types of roots, trees with needles and trees with leaves... 3-1-03 Show respect for plants as living things. 3-2-07 Identify shapes that are part of natural and human-built structures from various cultures and describe how these shapes help to provide strength and stability. Examples: cylinders, triangles, hexagons in outdoor play structure, hexagons in a honeycomb... 3-4-02 Identify and describe various components within a sample of soil from the local environment. Examples: clay, loam, sand, pebbles, organic matter, humus, rocks...				
Grade 4: 4-0-1a. Ask questions that lead to investigations of living things, objects, and events in the local environment. 4-0-9a. Respect alternative views of the world. 4-1-09 Recognize that plant and animal populations interact within a community. 4-1-15 Describe how their actions can help conserve plant and animal populations and their habitats. Examples: clean up a local stream to improve fish and bird habitat... 4-1-17 Recognize and appreciate how traditional knowledge contributes to our understanding of plant and animal populations and interactions. 4-2-12 Predict the location, shape, and size of a shadow based on the position of a light source relative to an object.				

<p>Grade 5:</p> <p>5-0-9e Be sensitive to and develop a sense of responsibility for the welfare of other humans, other living things, and the environment.</p> <p>5-1-13 Identify and describe factors necessary to maintain a healthy body. Include: daily physical activity, a balanced diet, fluid replacement, adequate sleep, appropriate hygiene practices, regular check-ups.</p> <p>5-4-02 Describe how weather conditions may affect the activities of humans and other animals. Examples: heavy rainfall may cause roads to wash out; stormy conditions may prevent a space shuttle launching; in excessive heat cattle may produce less milk...</p> <p>5-4-08 Describe the key features of a variety of weather phenomena. Examples: wind speed and precipitation of blizzards...</p> <p>5-4-10 Investigate various ways of predicting weather and evaluate their usefulness. Examples: weather-related sayings, traditional knowledge, folk knowledge, observations of the natural environment...</p> <p>5-4-13 Explain how the transfer of energy from the Sun affects weather conditions. Include: the Sun's energy evaporates water and warms the Earth's land, water, and air on a daily basis.</p> <p>5-4-15 Identify and describe common cloud formations. Include: cumulus, cirrus, stratus.</p>				
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INDEPENDENCE, BREADTH, DEPTH, and TRANSFORMATION



Academic Achievement ELA Grade Band Descriptors as they connect to the Learning from the Land experiences.	Very Good to Excellent Understanding and Application (4)	Good Understanding and Application (3)	Basic Understanding and Application (2)	Limited Understanding and Application (1)
Grades 3–5: <u>Learners are:</u> <ul style="list-style-type: none"> • using and talking about a variety of strategies and processes to understand and create texts • reflecting on and using what they know about texts and themselves to make purposeful and personal decisions • using classroom resources and what they know about spelling, grammar, capitalization, and punctuation to understand and compose texts • choosing and using multiple styles of communication for clarity and effect • beginning to analyze differences in opinion • expressing and supporting opinions and judgments • recognizing that point of view has an impact on understanding • recognizing families’ and peers’ unique identities and similar and different ways of seeing the world. • designing for specific purposes and for different audiences • using strategies, resources, and sources to explore ideas and deepen and extend thinking • contributing to communities to share knowledge, explore ideas, and deepen thinking • blending experiences to represent ideas in different ways 				

<div>Academic Achievement</div> <div>MATHEMATICS Outcomes by Grade</div>	Very Good to Excellent Understanding and Application (4)	Good Understanding and Application (3)	Basic Understanding and Application (2)	Limited Understanding and Application (1)
<p>Grade 3:</p> <p>3.SS.1 Relate the passage of time to common activities accomplished in minutes (Activities #3 and #4)</p> <p>3.SS.3 Demonstrate an understanding of measuring length (cm, m) by estimating length using referents and/or measuring and recording length, width, and height of things in nature (Activity #5, #7, and #23)</p> <p>3.SS.4 Demonstrate an understanding of measuring mass (g, kg) by estimating mass using referents and/or measuring and recording mass for objects in nature (Activity #23)</p> <p>3.SS.5 Demonstrate an understanding of perimeter of regular and irregular shapes in nature by measuring and recording perimeter (cm, m) (Activity #23)</p> <p>3.SS.6 Describe 3-D objects in nature according to the shape of the faces and number of edges and vertices (Activity #23)</p> <p>3.PR.1 Demonstrate an understanding of increasing patterns by identifying and describing increasing patterns in the natural environment (flower petals, pinecones, insect wings, branches, etc.) (Activity #24)</p> <p>3.PR.2 Demonstrate an understanding of decreasing patterns by identifying and describing decreasing patterns in the natural environment (flower petals, pinecones, insect wings, branches, etc.) (Activity #24)</p> <p>3.SP.1 Collect first-hand data of the number of different 2-D shapes & 3-D objects you find in nature and organize it using tally marks (Activity #23)</p> <p>3.SP.2 Construct a bar graph of the data you collected on 2-D shapes & 3-D objects you find in nature, labelling the title, axes, and categories (Activity #23)</p>				

<p>Grade 4:</p> <p>4.SS.3 Demonstrate an understanding of area of regular and irregular 2-D shapes in nature by estimating area by using referents for cm^2 or m^2 and determining and recording area (cm^2 or m^2) (Activity #23)</p> <p>4.SS.5 Describe rectangular and triangular prisms in nature (Activity #23)</p> <p>4.SS.6 Demonstrate an understanding of line symmetry by identifying symmetrical 2-D shapes in nature (Activity #23)</p> <p>4.SP.2 Construct a pictograph or bar graph using many-to-one correspondence, with a title, axes, categories and legend/key, that represents the number of 2-D shapes & 3-D objects you find in nature and draw conclusions to explain your graph (Activity #23)</p> <p>4.SP.1 Demonstrate an understanding of many-to-one correspondence (Activity #23)</p>				
<p>Grade 5:</p> <p>5.SS.2 Demonstrate an understanding of measuring length (mm) of things in nature by selecting and justifying referents for the unit mm and/or modelling and describing the relationship between mm and cm units, and between mm and m units (Activity #5 & #23)</p> <p>5.SS.5 Describe examples of edges and faces of 3-D objects and sides of 2-D shapes in nature that are parallel, intersect, perpendicular, vertical or horizontal (Activity #23)</p> <p>5.SS.6 Identify quadrilaterals in nature (rectangles, squares, trapezoids, parallelograms, rhombuses) according to their attributes (Activity #23)</p> <p>5.SS.8 Identify a single transformation (translation, rotation, or reflection) of 2-D shapes in nature (<i>repeating</i> transformations appear as <i>tessellations</i> in nature 8.SS.6) (Activity #23 & #24)</p> <p>5.SP.2 Construct a double bar graph of 2-D shapes & 3-D objects you find in nature, including title, axes and legend, and explain your graph, drawing conclusions (Activity #23)</p>				

<div>Academic Achievement</div> <div>VISUAL ARTS Outcomes by Grade</div>	<div>Very Good to Excellent Understanding and Application (4)</div>	<div>Good Understanding and Application (3)</div>	<div>Basic Understanding and Application (2)</div>	<div>Limited Understanding and Application (1)</div>
<div> Grades 3–5: VA-CR1 The learner generates ideas for creating art using a variety of sources. VA-CR2 The learner develops original artworks, integrating ideas and art elements, principles, and media. VA-CR3 The learner revises, refines, and shares ideas and original artworks. VA-C3 The learner demonstrates an understanding of the roles, purposes, and meanings of the visual arts in the lives of individuals and in communities. </div>				

<div>Academic Achievement</div> <div>HEATLH Outcomes by Grade</div>	Very Good to Excellent Understanding and Application (4)	Good Understanding and Application (3)	Basic Understanding and Application (2)	Limited Understanding and Application (1)
Grade 3: K.3.3.B.1 Identify general safety procedures related to safety in the community (i.e., fire drills, stop/drop/roll, bus loading and evacuating, crosswalk procedures, wearing seatbelts, railway crossings, train tracks, firearms, wearing floatation devices). K.4.3.B.2b Recognize the importance (e.g., feeling of belonging, affiliation, learn from each other...) of friends and groups that are safe and dependable. K.5.2.A.1 Identify the daily habits and responsibilities for leading a physically active and healthy life (e.g., self-regulation relative to practising daily health routines for cleanliness, rest, healthy eating, good posture...). K.5.2.B.2 Identify opportunities (e.g., during physical education class, recess, lunch hour, before/after school, on weekends...) to be active daily, alone or with family and others.				
Grade 4: K.4.4.C.4a Identify the stress management skills (e.g., relaxation skills, stress-control skills, positive thinking, guided imagery, use of humour, talking with others...) that may be useful in coping with stress. K.5.4.A.2 Identify ways (e.g., avoid loud sounds, don't drink or swim in contaminated water, avoid second-hand smoke, avoid plants and food that cause allergic reactions, wear a hat, wear sunscreen...) to prevent reactions to various environmental conditions (e.g., noise, water, sun, air, plants...). K.5.4.B.2 Identify ways (e.g., play time, joining local teams/clubs, family events, community events...) to be physically active indoors and outdoors in own community on a daily and/or regular basis.				

<p>Grade 5:</p> <p>K.3.5.A.5a Show an understanding of potential safety risks related to environments for selected alternative pursuits (e.g., jogging, cycling, tobogganing/ sliding, snowboarding, skiing, in-line skating...).</p> <p>K.3.5.B.6b Describe indicators of abusive relationships (e.g., behaviours that are threatening, harassing, secretive, or cause physical and/or mental injury, pain, or discomfort...).</p> <p>K.4.5.B.2a Review verbal and non-verbal behaviours that help (e.g., listening, keeping secrets, smiling...) and hinder (e.g., betraying loyalty, making fun of, not listening, interrupting, using inappropriate body language...) communication for building positive relationships.</p> <p>K.4.5.B.2b Identify qualities (e.g., honesty, support, reliability, common interests, loyalty, fairness...) that are important in establishing and maintaining a friendship.</p> <p>S.4.5.A.2 Demonstrate the ability to set priorities for possible solutions that show responsible decision making for physically active and healthy living choices.</p>				
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