

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:	Kindergarten, Grade 1, Grade 2
Main Subject:	Social Studies
Big Idea:	Land-Based Education
Title:	LEARNING FROM THE LAND
Cluster:	Kindergarten: The World Around Me; Grade 1: My Environment, Connecting with Others; Grade 2: Our Local Community, Communities in Canada, The Canadian Community
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

Kindergarten: 0-KL-012, 0-KL-013, 0-VL-003

Grade 1: 1-KL-012, 1-KH-019, 1-VL-007, 1-VL-007a, 1-VL-008, 1-KP-024, 1-VP-011a, 1-S-205

Grade 2: 2-KL-016, 2-KL-017, 2-KL-019, 2-KL-020, 2-KL-021, 2-KL-022, 2-VH-009, 2-KH-029, 2-KE-038, 2-VL-007, 2-S-205

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

Kindergarten: K-0-1a, K-0-5a, K-0-8a, K-0-9a, K-0-9b, K-1-01, K-1-02, K-1-03, K-2-07

Grade 1: 1-01-1a, 1-0-5a, 1-0-8a, 1-1-05, 1-1-06, 1-1-07, 1-1-10, 1-1-13, 1-1-14, 1-2-14, 1-2-01, 1-2-03, 1-2-15, 1-3-01, 1-3-02, 1-3-03, 1-4-01, 1-4-03, 1-4-05, 1-4-06, 1-4-08, 1-4-09, 1-4-10, 1-4-14

Grade 2: 2-0-1a, 2-0-8a, 2-1-07, 2-4-02, 2-4-03, 2-4-04, 2-4-06, 2-4-11

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

Grades Kindergarten to 2 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 #5, #7, #8, #21, #23, #24)

Kindergarten: K.N.1, K.SS.1, K.SS.3, K.PR.1

Grade 1: 1.N.1, 1.N.6, 1.SS.1, 1.SS.4, 1.PR.1

Grade 2: 2.N.1, 2.N.6, 2.SS.3, 2.SS.4, 2.SS.7, 2.SS.8, 2.SS.9, 2.PR.2, 2.SP.2

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

Kindergarten to Grade 2: VA-CR1, VA-CR2, VA-CR3, VA-C3

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

Kindergarten: K.3.K.B.3, K.4.K.B.1a, S.4.K.A.5, K.5.K.A.1

Grade 1: K.3.1.B.3, K.4.1.B.1a, K.5.1.A.1

Grade 2: K.4.2.A.2a, K.4.2.B.1a, K.4.2.C.4a, S.4.2.A.5, K.5.2.A.1

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	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 \(phn-rsp.ca\)](https://phn-rsp.ca/)

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

Kindergarten to Grade 2: Learning from the Land PowerPoint Presentation.pptx

Kindergarten to Grade 2: Blackline Masters (Word)

Kindergarten to Grade 2: 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?
-
-
-

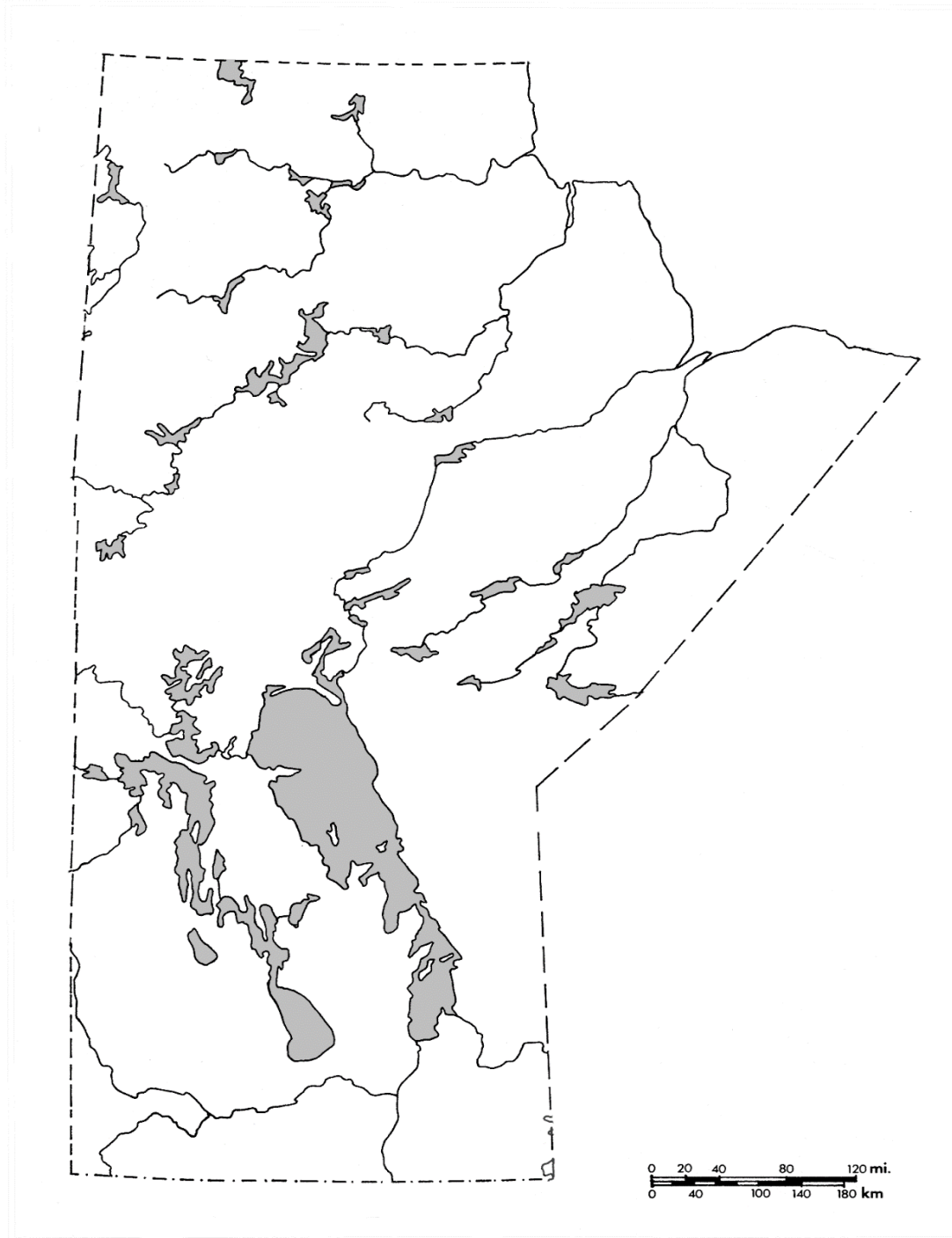
2. What are three Indigenous words that describe a place? Complete the table below.

Indigenous Language Group	Word n the Indigenous Language	Word in the English Language	Draw a Picture of the Word
<i>Dakota</i>	<i>Mni</i>	<i>Water</i>	

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 K–2 Outcomes Rubric—How do we relate to and with the land?

Academic Achievement SOCIAL STUDIES Outcomes by Grade	Very Good to Excellent Understanding and Application (4)	Good Understanding and Application (3)	Basic Understanding and Application (2)	Limited Understanding and Application (1)
Kindergarten: 0-KL-012 Describe characteristics of the local physical environment. Include: natural and constructed elements. 0-KL-013 Give examples of how the natural environment influences daily life. Examples: work, play, clothing... 0-VL-003 Appreciate the beauty and importance of the natural environment.				
Grade 1: 1-KL-012 Recognize that people depend on the environment for survival. 1-KH-019 Describe how the repeating patterns of the seasons influence their lives. 1-VL-007 Appreciate the beauty and benefits that the natural environment brings to their lives. 1-VL-007A Value the special relationships Aboriginal people have with the natural environment 1-VL-008 Respect neighbourhood and community places and landmarks. Examples: do not litter or vandalize... 1-KP-024 Explain purposes of rules and laws in the school and community. 1-VP-011A Respect the traditional laws of their Aboriginal community. 1-S-205 Construct simple maps to represent familiar places and locations. (Activity #8)				

<p>Grade 2:</p> <p>2-KL-016 Name natural resources in their local community.</p> <p>2-KL-017 Give examples of ways in which the natural environment influences their communities.</p> <p>2-KL-019 Describe natural and constructed features of communities studied. Examples: landforms, climate, waterways; buildings, bridges...</p> <p>2-KL-020 Give examples of natural resources in communities studied.</p> <p>2-KL-021 Give examples of ways in which the natural environment shapes daily life in communities studied.</p> <p>2-KL-022 Explain the importance of conserving or restoring natural resources.</p> <p>2-VH-009 Value oral history as a way to learn about the land.</p> <p>2-KH-029 Describe the origins of a variety of place names in Canada.</p> <p>2-KE-038 Give examples of needs common to all Canadians.</p> <p>2-VL-007 Appreciate diverse artistic representations of the land. Examples: poetry, painting, music...</p> <p>2-S-205 Construct maps that include a title, legend, and symbols (Activity#8)</p>				
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<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)
<p>Kindergarten:</p> <p>K-0-1a. Ask questions that demonstrate a curiosity about living things, objects, and events in the immediate environment.</p> <p>K-0-5a. Observe using one or a combination of senses.</p> <p>K-0-8a. Recognize that learning can come from careful observations and investigations.</p> <p>K-0-9a. Be open minded while exploring.</p> <p>K-0-9b. Willingly observe, question, and explore.</p> <p>K-1-01 Use appropriate vocabulary related to their investigations of trees. Include: tree, trunk, crown, branch, leaf, needle, bark, root, seed, winter, spring, fall, summer.</p> <p>K-1-02 Identify ways in which humans and other animals use trees. Examples: humans eat apples and walnuts; birds make their homes in trees; deer eat leaves, bark, and tender twigs...</p> <p>K-1-03 Identify and describe basic parts of a tree. Include: trunk, crown, branch, leaf, bark, root, seed.</p> <p>K-2-07 Explore to identify and describe colours found in their environment. Examples: rocks, flowers, shells, blocks, crayons...</p>				

<p>Grade 1:</p> <p>1-0-1a. Ask questions that lead to explorations of living things, objects, and events in the immediate environment.</p> <p>1-0-5a. Observe using a combination of the senses.</p> <p>1-0-8a. Recognize that learning can come from careful observations and investigations.</p> <p>1-1-05 Recognize that plants, as living things, come in different forms. Examples: grass, trees, shrubs...</p> <p>1-1-06 Observe and identify similarities in life processes between themselves and other living things. Examples: they eat, sleep, grow, and breathe, and so do other living things...</p> <p>1-1-07 Recognize that plants, animals, and humans, as living things, have particular needs. Examples: plants need sunlight and water...</p> <p>1-1-10 Describe how humans and other living things depend on their environment to meet their needs. Examples: the environment provides humans and other living things with food...</p> <p>1-1-13 Develop, implement, and evaluate personal and group action plans that contribute to a healthy environment for themselves and for other living things. Examples: wash hands before eating, reduce amount of waste produced by the class...</p> <p>1-1-14 Show respect for living things in their immediate environment. Examples: handling the class gerbil with care...</p> <p>1-2-01 Use appropriate vocabulary related to their investigations of the senses. Include: senses, sight, smell, hearing, taste, touch, eye, nose, ear, tongue, skin, eyelash, eyebrow, eyelid, nostril, cartilage, nose hair, as well as descriptive words related to shape, colour, lustre, wetness, temperature, taste, odour, size, texture, pitch.</p> <p>1-2-03 Use their senses to sort and classify objects. Examples: sort according to texture, sound, taste, or smell...</p> <p>1-2-14 Recognize and appreciate that humans may have different interpretations of similar sensory observations. Examples: one student likes the taste broccoli, another does not...</p>				
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<p>1-2-15 Give examples of how the senses are important in various activities, hobbies, and jobs. Examples: smell is important to a chef; sight is important to a baseball player...</p> <p>1-3-01 Use appropriate vocabulary related to their investigations of objects and materials. Include: characteristic, wood, metal, plastic, cloth, waterproof, absorbent, rigid, pliable, join, recycle.</p> <p>1-3-02 Explore and describe characteristics of materials using their sensory observations. Examples: steel is hard, shiny, and cold, and makes a ringing noise when tapped...</p> <p>1-3-03 Distinguish between an object and the materials used to construct it. Examples: chairs can be made of wood, metal, plastic, cloth, leather, wicker, or a combination of these materials...</p> <p>1-4-01 Use appropriate vocabulary related to changes over time. Include: Sun, light, heat, day, daytime, nighttime, morning, afternoon, days of the week, yesterday, today, tomorrow, seasons, shadow, characteristic, behaviour, living things, cycle.</p> <p>1-4-03 Recognize that a day is divided into daytime and nighttime based on the presence or absence of sunlight</p> <p>1-4-05 Recognize that shadows are caused by blocking light.</p> <p>1-4-06 Observe and describe how the Sun appears to change position over the course of a day. Examples: track the location of the Sun using shadows...</p> <p>1-4-08 Investigate and describe changes that occur in characteristics and behaviours of living things throughout a day. Examples: some flowers open in the morning; some animals are active at night...</p> <p>1-4-09 Compare characteristics of the four seasons. Examples: length of day, type of precipitation, temperature...</p> <p>1-4-10 Describe how humans prepare for seasonal changes. Examples: put up snow fences, take out winter clothes...</p> <p>1-4-14 Describe safety precautions related to daily weather, the changing of the seasons, and weather extremes. Examples: wearing a raincoat if rain is expected, staying indoors during a blizzard, staying off thin ice in the spring and fall...</p>				
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<p>Grade 2:</p> <p>2-0-1a. Ask questions that lead to investigations of living things, objects, and events in the immediate environment.</p> <p>2-0-8a. Recognize that learning can come from careful observations and investigations.</p> <p>2-1-07 Recognize that foods humans eat come from plants and animals and classify foods accordingly.</p> <p>2-4-02 Recognize that air can move. Include: wind, air current.</p> <p>2-4-03 Observe and identify evidence of moving air in indoor and outdoor environments. Examples: leaves blowing, drapes moving...</p> <p>2-4-04 Identify positive and negative effects of changes in air temperature and air movement in indoor and outdoor environments.</p> <p>2-4-06 Observe and identify examples of water in the environment. Examples: dew, frost, snow, rain, lakes, puddles, clouds, fog, perspiration...</p> <p>2-4-11 Explain and appreciate the importance of clean air and water for humans, plants, and animals.</p>				
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INDEPENDENCE, BREADTH, DEPTH, and TRANSFORMATION

 Extending
  Expanding
  Emerging
 

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)
Kindergarten–Grade 2: <u>Learners are:</u> <ul style="list-style-type: none"> • making decisions about how to communicate ideas • experimenting with, using, and adjusting conventions of familiar print, oral, and visual texts to enhance communication • recognizing that different experiences, opinions, and ideas have an impact on understanding • expressing opinions and judgments • using language appropriately to meet needs and to share their identities • understanding that they can resist, change, or accept ideas, points of view, and opinions • making design choices for different purposes • actively partaking in communities to explore ideas and deepen thinking • using different sources to explore ideas and to deepen and extend thinking • imagining and exploring different ways to represent thinking and ideas 				

<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)
Kindergarten: K.N.1. Say the number sequence by 1s, starting anywhere from 1 to 30 and from 10 to 1 (Activity #8 and #21) K.SS.1 Use direct comparison to compare two objects in nature based on a single attribute, such as length (height), mass (weight) (Activity #5 and #23) K.SS.3 Describe 3-D objects in nature (Activity #5 and #23) K.PR.1 Demonstrate an understanding of repeating patterns (two or three elements) by identifying, reproducing, extending, or creating patterns using things in nature (Activity #24)				
Grade 1: 1.N.1. Say the number sequence by 1s forward and backward between any two given numbers (0 to 100), 2s to 30, forward starting at 0, 5s and 10s to 100, forward starting at 0 (Activity #8 and #21) 1.N.6. Estimate quantities to 20 by using referents. (Activity #8) 1.SS.1 Demonstrate an understanding of measurement of things in nature as a process of comparing by identifying attributes that can be compared or making statements of comparison (Activity #5, #7, and #23) 1.SS.4 Compare 2-D shapes to parts of 3-D objects in the natural environment (Activity #5 and #23) 1.PR.1 Demonstrate an understanding of repeating patterns (two to four elements) by describing, reproducing, extending, or creating patterns using things in nature (Activity #24)				

<p>Grade 2:</p> <p>2.N.1. Say the number sequence from 0 to 100 by 2s, 5s, and 10s, forward and backward, using starting points that are multiples of 2, 5, and 10 respectively, 10s using starting points from 1 to 9, 2s starting from 1 (Activity #8 and #21)</p> <p>2.N.6. Estimate quantities to 100 using referents (Activity #8)</p> <p>2.SS.3 Compare and order objects by length, height, distance around, and mass (weight) of things in nature using non-standard units, and make statements of comparison (Activity #5, #7 and #23)</p> <p>2.SS.4. Measure length to the nearest non-standard unit by using multiple copies of a unit using a single copy of a unit (iteration process) (Activity #5)</p> <p>2.SS.7 Describe and compare 3-D objects in nature (Activity #5 and #23)</p> <p>2.SS.8 Describe and compare 2-D shapes in nature (Activity #5 and #23)</p> <p>2.SS.9 Identify 2-D shapes as parts of 3-D objects in the natural environment (Activity #5 and #23)</p> <p>2.PR.2 Demonstrate an understanding of increasing patterns by identifying and describing increasing patterns in the natural environment (flower petals, pinecones, insect wings, branches, ferns, webs, etc.) (Activity #24)</p> <p>2.SP.2 Use elements from nature (rocks, leaves, twigs) to construct a concrete graph to display data on the number of different 2-D shapes and 3-D objects you find in nature and explain/share your data, drawing conclusions (Activity #23)</p>				
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<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>Kindergarten–Grade 2:</div> <div>VA-CR1 The learner generates ideas for creating art using a variety of sources.</div> <div>VA-CR2 The learner develops original artworks, integrating ideas and art elements, principles, and media.</div> <div>VA-CR3 The learner revises, refines, and shares ideas and original artworks.</div> <div>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)
Kindergarten: K.3.K.B.3 Identify practices (i.e., follow rules and instructions, play in supervised areas, dress appropriately) to prevent injuries related to indoor and outdoor play (e.g., sunburn, frostbite, burns, bruises, bumps, cuts...). K.4.K.B.1a Identify examples of responsible social behaviours (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous...) for getting along with others in school and schoolyard. S.4.K.A.5 Experience activities for relaxation (e.g., have a nap or quiet time, play outside, read a book, hold a plush toy, listen to music, watch television...). K.5.K.A.1 Identify daily habits for leading a physically active and healthy life (i.e., daily physical activity, healthy eating, adequate sleep and rest, effective dental and hygiene practices).				
Grade 1: K.3.1.B.3 Identify practices (i.e., follow rules and instructions, play in supervised areas, dress appropriately) to prevent injuries related to indoor and outdoor play (e.g., sunburn, frostbite, burns, bruises, bumps, cuts...). K.4.1.B.1a Identify examples of responsible social behaviours (e.g., contributing by listening, following rules, taking turns, sharing equipment, speaking kindly, being courteous...) for getting along with others in school and schoolyard. K.5.1.A.1 Identify daily habits for leading a physically active and healthy life (i.e., daily physical activity, healthy eating, adequate sleep and rest, effective dental and hygiene practices).				

<p>Grade 2:</p> <p>K.4.2.A.2a Identify examples of simple, realistic goals for healthy living that are short term (e.g., bringing a healthy snack, helping a friend, playing actively as a group at recess...) and long term (e.g., running faster, increasing strength, developing a healthy heart, having no cavities...).</p> <p>K.4.2.B.1a Identify responsible and respectful behaviours (e.g., following directions, completing tasks, being honest, displaying etiquette, playing fairly, cooperating, sharing, keeping promises, speaking kindly...) for developing positive relationships.</p> <p>K.4.2.C.4a Discuss ways and activities (e.g., play, deep breathing, progressive relaxation, family walk, talk with safe adult, healing circles...) to reduce personal stress.</p> <p>S.4.2.A.5 Explore ways to relax the mind and body (e.g., progressive relaxation, deep-breathing exercises, visualization, quiet time, light cool-down activities...).</p> <p>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...).</p>				
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