



Introduction to  
**The Seven  
Sacred/Grandfather  
Teachings**

A two-week exploration

GRADE  
**1-2**

**TEACHER'S GUIDE**



[everylivingthing.ca](http://everylivingthing.ca)

## **ACKNOWLEDGEMENT**

Tammy Johnston, M.Ed of Birch Tree Educational Consulting Services provided content, expertise and perspective on this resource. Tammy is Manitoba Métis who now lives in Alberta. She has over 30 years of experience in the education field, and a love of nature and all animals.

Aimee Movold created the artwork for this resource. Aimee is an Indigenous artist, Cree from Samson Cree Nation and Métis from Fishing Lake. She grew up and currently lives in Devon, Alberta with her family. She draws inspiration from nature and storytelling. Aimee is passionate about learning and celebrating her culture to share with her kids and community.

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# Introduction to The Seven Sacred Teachings

A two-week exploration



*"Humankind has not woven the web of life.  
We are but one thread within it.  
Whatever we do to the web, we do to ourselves.  
All things are bound together.  
All things connect."*

- Chief Seattle, 1854

The **Seven Sacred Teachings** originate from the Seven Grandfather Teachings from the Anishanaabe people and have been adopted by many (but not all) First Nations, Métis and Inuit Peoples. The teachings focus on the relationships we have with all of creation and offer ways on how people should treat others. The seven teachings include love, respect, honesty, courage/bravery, truth, wisdom and humility and each teaching is represented by an animal. Each animal helps teach us how we can live our lives respecting animals, people, and the environment – every living thing. It should be noted that these teachings may differ slightly between groups or cultures.

This introduction to the Seven Sacred Teachings features nine mini lessons to complete over a two-week period. Each lesson includes discussion questions and a short activity. The final day includes some reflection questions for you to consider. A [student activity booklet](#) is also included.

The Alberta SPCA respects the deep foundational connection Indigenous Peoples have had to animals and this land, now known as Alberta, for thousands of years. We are grateful to continue to work towards the humane treatment of all animals in all areas of the province on the traditional territories encompassed by Treaties 6, 7, 8, 4, & 10 and the Métis Homeland.

We are inspired by how many Indigenous Peoples recognize that animals, people and the environment are interconnected and respecting these relationships is fundamental to the well-being of all living things and the earth that we share. As treaty people, we also strive to listen, respect, care for, and live in harmony with one another, animals and the natural world.

## DAY 1 : INTRODUCTION

**Time:** 30 minutes

**Materials:**



- [The Seven Sacred Teachings Video](#) (8:28)
- [Native Land Map](#)
- ["7" – William Prince Song](#) (4:15)
- [William Prince Live Video](#) (5:36)
- [The Seven Sacred Teachings Activity Booklet](#)
- Pencil

**Instructions:**

Explain to your students that for the next two weeks you will be spending time each day exploring the Seven Sacred Teachings. The Seven Sacred Teachings originate from the Seven Grandfather Teachings from the Anishnaabe people and have been adopted by many (but not all) Indigenous cultures. The Seven Sacred or Grandfather teachings focus on how people should treat others. Before you get started, ask students the following questions:

- Who in your life brings wisdom and life experience to your family and community? What do you call these people? *Elders, grandma, grandpa, auntie, uncle, etc.*
- Do these people live close, or far away?
- What is one thing that you have learned from this person/people?
- What types of stories do they share with you?

Next, explain to students that the Seven Sacred Teachings are teachings that many Indigenous Peoples have learned from elders in their community. Elders are people who play very important roles in Indigenous communities. They are knowledge keepers who help ensure culture continuity. These teachings have been passed down from generation to generation and continue to be used today.

As a class, watch the Edmonton Public School Board video "The Seven Sacred Teachings," that features Knowledge Keeper, Rocky Morin from the Enoch Cree Nation on Treaty 6 Territory, introducing the Seven Sacred Teachings. Have students complete the Seven Sacred Teachings Activity Sheet while watching the video.

### ADDITIONAL RESOURCES FOR TEACHERS:

#### [Canadian Encyclopedia](#)

Additional information on what an elder is and why they are significant

#### [CBC Saskatchewan](#)

A short video interview with a First Nations University of Canada professor who explains the importance of elders in community

#### [Treaty Talk](#)

Sharing the River of Life – a documentary (50:35) and educational tools for schools and communities

Go over the Seven Sacred Teachings Activity Sheet with your students, making sure each animal was correctly matched with the corresponding teaching. Then have a class discussion about the video.

### Post Video Discussion Questions:

- Who is the narrator of the video? *Knowledge Keeper – Rocky Morin*
- Where is he from? *Enoch Cree Nation, Treaty 6 Territory*
- Do you know where Treaty Six Territory is? *Show students where Treaty 6 Territory is using the map found on Native Land.*
- What Treaty do you live on? *Use the Native Land website to find which Treaty you are on.*
- Who did Knowledge Keeper, Rocky Morin, say these teachings came from? *The teachings originate from Anishanaabe relatives, the Ojibway Nation.*


After you are finished going over the activity sheet, as a class listen to the song “7” by Canadian Juno award winning singer/songwriter, William Prince. William Prince is from Peguis First Nation on Treaty 1 Territory. Encourage students to listen for any of the Seven Sacred Teachings, or the animals they represent in the song. Depending on the reading level of students have them circle the names of animals on the lyric sheet to keep track.

**Extension:** Learn the words to the song as a class over the next two weeks! The lyrics can be found on the Seven Sacred Teachings – 7 Lyric Sheet. To motivate your students, play the video of students singing along as William Prince performs “7” at Grosvenor School in Winnipeg.

## DAY 2 : LOVE

**Time:** 30 minutes

### Materials:

- [The Seven Sacred Teachings - Love Slides](#) 
- The Seven Sacred Teachings Activity Booklet
- Pencil
- Crayons, pencil crayons or markers

### Instructions:

Work through the Seven Sacred Teachings - Love Slides as a class, discussing the following questions:

### IN ANOTHER LANGUAGE!

As a class, learn the names of the animals in whichever nation’s or settlement’s language is closest to you!

Use the Native Land website to find which nation or settlement is closest to you.



### WHY THE EAGLE?

The eagle is the closest to the Creator and can reach the highest of all the creatures in bringing pure vision to the seeker.

The eagle sees the farthest and carries prayers to the spirits from the people.

The eagle is an animal guide for ceremonies and spiritual practices.

Eagle feathers are sacred and used for ceremonies.

Feathers are gifted to knowledge keepers and others as sacred for ceremonies. There is particular protocol to follow when gifting these.



- In the Seven Sacred Teachings the eagle represents love. Have you ever seen an eagle? What do you know about eagles?
- What does it mean to love someone or something? *To care about, have a positive connection with someone or something, have a desire to help if needed*
- How does it feel to be loved?
- What or who do you love? *Family, friends, nature, animals*
- Why is it important to love yourself?
- How can you show someone you love them?
- How can you show animals love? *Domestic (pet and farm) animals can be shown love by meeting their [Five Needs](#). Wildlife can be shown love by respecting their space and protecting their habitat.*
- What can you do to show that you love the environment? *Spending time in nature and appreciating it, not littering/picking up litter, reusing, recycling, minimizing waste, etc.*
- Is it OK to not love something? *Yes, you don't need to love everyone and everything, but it is still important to be kind and respectful.*
- Why do you think the eagle was chosen to represent love? Explain.

Using the Seven Sacred Teachings – Love Activity Sheet, have students draw a picture of themselves and a friend, family member (including pets) or someone else important in their lives that they love. Encourage students to include an eagle or an eagle feather to represent the teaching. Have students explain why they love the person (or animal), by completing the sentence on the activity sheet. Ensure students write their name on the sheet and edit their sentence for grammar, spelling, and punctuation before giving their drawing to their loved one.

## DAY 3 : RESPECT

Time:

Materials:

- [CPAWS Bison Range in Alberta Maps](#) 
- [The Seven Sacred Teachings - Respect Slides](#) 
- The Seven Sacred Teachings Activity Booklet
- Pencil
- Crayons, pencil crayons or markers



**Instructions:**

Begin by reviewing the teaching from the previous day. Ask students:

- What teaching did we explore yesterday?
- What animal represents that teaching?
- What did you learn yesterday that stuck with you?

Work through the Seven Sacred Teachings – Respect Slides as a class, discussing the following questions:

- In the Seven Sacred Teachings bison, known as buffalo to Indigenous people (and some non-Indigenous people), represents respect. Have you ever seen a bison? What do you know about bison?
- Where in Alberta do bison live today? *Show students map of where bison live today compared to their historical range*
- What does it mean to respect someone? *Caring about others is a big part of respect! Having respect means that you think positively about others who show caring, kindness, resilience, and who make a positive impact.*
- How do you show respect for yourself? *Feeling good about your choices and the impact you have on others.*
- How do you show respect to others? *Using kind words, listening to others, helping, cooperating, sharing, thinking about how your actions impact others. Showing respect is important for building and maintaining relationships.*
- How do you show pets respect? *Using kind words and voices, being gentle, providing the Five Needs, thinking about how your actions impact animals, speaking out for them if you feel like they are being mistreated.*
- How do you show wildlife respect? *Protecting the environment, learning more about wildlife and how our actions impact them, giving them lots of space, etc. Indigenous peoples believe wildlife that is harvested for food, shelter, clothing, etc. must be respected through ceremony and by only using what is needed.*
- How do you show respect for the environment? *Minimizing waste, disposing of waste in appropriate ways, picking up litter, reusing objects and materials, recycling, planting pollinator gardens, leaving nature alone (i.e., not breaking tree branches), being mindful of how your actions impact the environment, etc.*
- How does respecting others, animals and the environment help your community?
- Why do you think the bison/buffalo was chosen to represent respect? Explain.

**WHY THE BUFFALO/  
BISON?**

No animal was more important to Indigenous families than the buffalo.

Buffalo provided shelter, clothing and utensils for daily living.

By giving their life and every part of their being, the buffalo showed respect for the people.

Indigenous Peoples developed a sustainable relationship with the buffalo, resulting in a relationship built out of respect.

**BISON OR BUFFALO?**



There are no true buffalo native to North America. However, in Michif, a Métis language, plains bison are called “li buffloo,” and many Indigenous Peoples (and non-Indigenous Peoples) refer to bison as buffalo.

Building on the discussion question of how do you show animals respect? Individually, have students complete the Seven Sacred Teachings – Respect Activity Sheet by drawing a picture of an animal, person, and something in nature they respect and complete each sentence by describing how they respect each one.

## DAY 4 : HONESTY

**Time:** 35 minutes

**Materials:**

- [The Seven Sacred Teachings - Honesty Slides](#) 
- [The Seven Sacred Teachings - Honesty Situation Slides](#) 
- The Seven Sacred Teachings Activity Booklet
- Pencil
- Crayons, pencil crayons or markers
- Scissors

**Instructions:**

Begin by reviewing the teaching from the previous day. Ask students:

- What teaching did we explore yesterday?
- What animal represents the teaching?
- What did you learn yesterday that stuck with you?

Work through the Seven Sacred Teachings – Honesty Slides as a class, discussing the following questions:

- In the Seven Sacred Teachings, the sabe (a mythical giant, like Sasquatch), and sometimes the raven, represents honesty. Have you ever seen a sabe? Have you ever seen a raven? What do you know about ravens?
- What does being honest mean? *Being honest means we are truthful in what we say and do.*
- How can you be honest to others? Why is it important to be honest with others? *Telling the truth/being honest is an important part of healthy relationships.*
- Why can it be hard to be honest sometimes? *It's hard to admit when we make mistakes! But being honest even when it's difficult shows responsibility and bravery.*
- Why do you think the raven/sabe represents honesty? Explain.

Using the Seven Sacred Teachings – Honesty Situation Slides, have



### WHY THE SABE/RAVEN?

Elders say that when you are honest and have nothing to be ashamed of, your spirit is the size of a sabe.

To be truly honest is to keep promises made to the Creator, to others and to oneself.

The raven accepts herself and knows how to use her gifts.

The raven does not seek power, rather uses what she has been given to survive and thrive.


students determine which situations the person is being honest and which situations the person is not being honest (dishonest). Read the situation out loud and then ask students to make a 'T' with their hands if they think the person is being honest, and an 'X' if they think the person is not being honest. For situations where the person was dishonest, have students identify the consequences of not telling the truth (i.e., damaging relationships, animals not being cared for, etc.) and explain another way to handle the situation with honesty.

Next, have students create a bookmark using the template on the Seven Sacred Teachings - Honesty Activity Sheet. Have them write words or phrases that represent honesty and draw a raven, snake or another animal that will remind them of this teaching.

## DAY 5 : COURAGE

**Time:** 30 minutes (Carry over activity)

### Materials:

- [The Seven Sacred Teachings - Courage Slides](#) 
- The Seven Sacred Teachings Activity Booklet
- Pencil
- Crayons, pencil crayons or markers
- Scissors
- Glue

### Instructions:

Begin by reviewing the teachings from the previous day. Ask students:

- What teaching did we explore yesterday?
- What animal represents the teachings?
- What did you learn yesterday that stuck with you?

Work through the Seven Sacred Teachings - Courage Slides as a class, discussing the following questions:

- In the Seven Sacred Teachings the bear represents courage and bravery. Have you ever seen a bear? What do you know about bears?
- What does being brave mean? *Being brave or having courage means making good choices even though you may face challenges or might be scared. Being brave means not letting fear hold you back from doing what is right, developing skills, and exploring learning opportunities.*



### WHY THE BEAR?

The way a mother bear will protect her cubs, when approached, is said to be the true definition of courage and bravery.

Overcoming fears can be challenging but should be met with the same intensity as a mother bear protecting her cub.

- What are situations where you might feel scared?
- Can you think of an example of when you were brave? How did you overcome your fear or challenge?
- It is easy to be brave? Explain.
- Why is it important to be brave?
- Can animals be brave? Explain.
- Sometimes pets can also be scared in new settings and situations. How can we help our pets become more comfortable in these situations? *Just like with people, it's important to be understanding and kind when others are facing fears or are scared. It helps to be kind, patient (and use rewards for behaviours we want to see).*
- Is it OK to not be brave all the time?
- What are some tips or strategies we can use to help overcome fears? *Learn more about something (the more we learn the less fearful we may become), talk with someone about your fears, take small steps to build your confidence, etc.*
- Why do you think the bear represents courage and bravery? Explain.

As a class, brainstorm a list of small ways students can demonstrate courage. *Trying something new that you are unfamiliar/scared of, admitting that you did something wrong, asking for help when it's hard to, speaking up for people or animals who need help, etc.* Students can write their ideas on the Seven Sacred Teachings – Courage Activity Sheet and/or you could display the list in the classroom for students to refer back to.

Have students cut out the strip on the bottom of the Seven Sacred Teachings – Courage Activity Sheet by following the dotted line. Ask students to reflect on a time where they showed courage and write it down on the slip of paper (use a scribe if necessary). On the other side, encourage students to draw and colour a picture of a bear or another animal that they feel represents courage/bravery. Students can share their stories with the rest of the class if they choose to. Join the strips together with the bear/animal pictures facing out to form a chain of courage. Continue adding to the chain throughout the year.



## DAY 6 : WISDOM

**Time:** 30 minutes

**Materials:**

- [The Seven Sacred Teachings - Wisdom Slides](#) 

Extra resources are available at [everylivingthing.ca/sevensacredteachings](http://everylivingthing.ca/sevensacredteachings)

- The Seven Sacred Teachings Activity Booklet
- Pencil
- Crayons, pencil crayons or markers

### Instructions:

Begin by reviewing the teaching from the previous day. Ask students:

- What teaching did we explore yesterday?
- What animal represents the teachings?
- What did you learn yesterday that stuck with you?

Work through the Seven Sacred Teachings – Wisdom Slides as a class, discussing the following questions:

- In the Seven Sacred Teachings the beaver represents wisdom. Have you ever seen a beaver? What do you know about beavers?
- Define the word wisdom for students. *The ability to make decisions based on personal knowledge and experience.*
- How can you become wise?
- Has anyone ever shared wisdom with you? If so, what was it?
- Have you ever shared wisdom with others such as younger siblings/cousins, friends and adults? What did you share?
- Why is it important to share wisdom? How does sharing wisdom help your community?
- Do you think animals can have wisdom? Explain. *Yes! Many animals learn and make decisions based on their knowledge and experiences. For example, if a cat isn't handled gently by a child, the cat might decide to avoid that child (or all children!). Most all animals are able to learn and adapt – just like people.*
- Why do you think the beaver represents wisdom? Explain.

As a class, brainstorm a list of people who students learn from. *Teachers, family members, elders, coaches, doctors, nurses, dentists, neighbours, friends, etc.* Then individually, have students pick one person from the list and reflect on how that person has made a positive difference in their life.

Using the Seven Sacred Teachings – Wisdom Activity Sheet have students draw a picture that represents a piece of wisdom they gained from this person. This could be playing a piano, reading a book, skating, etc. Encourage students to write a few words thanking this person for sharing their wisdom with them, by completing the sentence on the activity sheet. Have students edit their work for

### WHY THE BEAVER?

Wisdom is the ability to make decisions based on personal knowledge and experience.

The beaver uses her sharp teeth for cutting trees and branches to build dams and lodges for herself and other beavers.


By building dams the beaver helps herself by keeping her teeth at a comfortable length.

spelling, grammar, and punctuation. Encourage students to share their work with the individual who has made a positive difference in their life.

## DAY 7 : HUMILITY

**Time:** 35 minutes

**Materials:**

- [The Seven Sacred Teachings - Humility Slides](#) 
- The Seven Sacred Teachings Activity Booklet
- Pencil

**Instructions:**

Begin by reviewing the teaching from the previous day. Ask students:

- What teaching did we explore yesterday?
- What animal represents the teachings?
- What did you learn yesterday that stuck with you?

Work through the Seven Sacred Teachings - Humility Slides as a class, discussing the following questions:

- In the Seven Sacred Teachings the wolf represents humility. Have you ever seen a wolf? What do you know about wolves?
- Share with students one meaning of the word: humility. *Understanding that we are all equal. No one is better or worse than anyone else – we just all have different strengths and weaknesses.*
- Why is it important to treat everyone as equal? *So everyone feels respected, valued and included.*
- How can you treat everyone as equal? *Include everyone, be kind, help others, give support to those that need it, etc.*
- Have you ever been treated unfairly? If so, how did it make you feel?
- Everyone has an important role in their families and communities. What roles or responsibilities do you have?
- How do your roles and responsibilities impact others? Animals? The environment?
- Why do you think the wolf represents humility? Explain.

Just like how wolves have roles in their packs, students have roles in their family, school and community. As a class, brainstorm a list of different roles/responsibilities students might have at school, at home, and in their community. *Some examples include: Clearing the table, taking out the garbage, cleaning their room, walking their dog, feeding*



### WHY THE WOLF?

Wolves live in packs and operate as a team.

Everyone in the pack has an equally important role. No role is more important than the other.

Wolves will take all of the food back to share with their pack before taking a bite.

Wolves will bow their head in humility and not out of fear.

their cat, picking up litter on the playground/park, etc.



Then using the Seven Sacred Teachings – Humility Activity Sheet have students draw a picture of themselves in the center of the page and then write their roles and responsibilities around themselves! Allow time for students to compare their roles and responsibilities with a partner.

**Modification:** Instead of writing their roles and responsibilities, students can draw pictures or symbols that represent their roles and responsibilities. (i.e., a dog: for walking their dog, a garbage can: for taking out the garbage, etc.).

## DAY 8 : TRUTH

**Time:** 45 minutes

**Materials:**

- [The Seven Sacred Teachings - Artwork Slides](#) 
- [The Seven Sacred Teachings - Truth Slides](#) 
- The Seven Sacred Teachings Activity Booklet
- Pencil
- Crayons, pencil crayons or markers
- Scissors

**Instructions:**

Begin by reviewing the teaching from the previous day. Ask students:

- What teaching did we explore yesterday?
- What animal represents the teachings?
- What did you learn yesterday that stuck with you?

Work through the Seven Sacred Teachings - Truth Slides as a class, discussing the following questions:

- In the Seven Sacred Teachings the turtle represents truth. Have you ever seen a turtle? What do you know about turtles?
- Why do you think the turtle represents truth? Explain.
- What teaching does this animal represent? *Ask question for each animal slide.*
- What did you learn while exploring this teaching? *Ask question for each animals slide.*
- Do you have any questions?



### WHY THE TURTLE

It is said that in the beginning that Grandmother Turtle was present at the giving of the Seven Sacred Laws to ensure they would never be lost or forgotten.

Truth is to know and understand all of the Seven Sacred Teachings and remain true to them.

The turtle also teaches us patience as it moves very slowly.

The turtle carries their home on their back and teaches that all of life is sacred.

## EXPLORING TURTLE ISLAND!

[CBC Kids](#)

Information on what Turtle Island is and how it was created.



## ADDITIONAL INFORMATION ON HOW TO CONDUCT A TALKING CIRCLE:

[Pass the Feather](#)

Information on the value and protocols of a sharing circle

[First Nations Pedagogy](#)

Information on how to conduct a talking circle with your students

[Empowering the Spirit](#)

Teaching tools for the classroom, including talking circle protocol posters

Grandmother Turtle was present at the giving of the Seven Sacred Teachings to ensure that they would never be lost or forgotten. Have students help ensure the teachings are not lost or forgotten, by creating a Seven Sacred Teachings bulletin board display!


Display the artwork by artist Aimee Movold on the board. Have students share their thoughts on the piece. What animals do they see? Then read the artist's interpretation of the piece. Using the Seven Sacred Teachings – Truth Activity Sheet students can draw one thing they learned through exploring the Seven Sacred Teachings on the turtles back. Once students have coloured their artwork, have students carefully cut out their turtle to add to the class bulletin board display.

**Extension:** Invite a class to come see your bulletin board display and listen to your class performance of "7"! When the class is visiting, have your students share their turtle and what they learned about the Seven Sacred Teachings with the other class. If time permits, read a picture book that features one or more of the animals represented in the Seven Sacred Teachings.

## DAY 9 : REFLECTION

**Time:** 25 minutes

**Materials:**

- ["7" - William Prince Song](#) (4:15) 
- Special object for students to hold while speaking, preferably from nature (stick, rock, feather, etc.)

**Instructions:**

Re-listen to William Princes's song "7" and encourage students to sing along as a class. If the bulletin board is complete, have students admire the work of their classmates before inviting students to join a talking circle.

Talking circles are based on the tradition of sharing circles. These circles originated with Indigenous Peoples and promote equality, trust, and a sense of community. As a class, decide what rules or protocols your talking circle will have to allow for everyone to feel respected and valued. Some examples include: only the student who is holding the special object may speak, everyone gets an opportunity to share (but is not obligated), those who aren't speaking listen respectfully, etc.

Then invite students to form a circle where they will share their

thoughts about the Seven Sacred Teachings. Allow students to hold the special object when it is their turn to speak. Students can share anything relevant to the teachings. Some examples may include how the teachings made them feel, personal connections to one of the teachings, something new they learned, or examples of how they will use what they learned from the teachings in their day-to-day life.

**Modification:** Familiarize yourself with the value of the sharing circle, as well as the protocols involved, and share with your students! Visit the links in the side column for more information.

## DAY 10 : EXTENDING THE EXPLORATION – TEACHER REFLECTION

Congratulations on completing this two-week exploration of the Seven Sacred Teachings. Take time to reflect on how the past two weeks went with your students and how you could extend your exploration of the Seven Sacred Teachings to your everyday lessons. Reflect on the following questions:

- How do I think two-week exploration into the Seven Sacred teachings went? What worked well? What would I change or modify?
- What background knowledge and skills did I assume the students were bringing into the lessons? Were these assumptions accurate?
- The Seven Sacred teachings focus on the relationships we have with others, animals and the natural world. How did this exploration help me to foster holistic thinking about these relationships and respect for all living things and the environment? How can I continue to build on these skills and attitudes?
- Exploring the Seven Sacred teachings is one way to bring Indigenous knowledge into the classroom. What other ways can I incorporate Indigenous perspectives? How will this benefit my students?



## GRADE 1 CURRICULUM CONNECTIONS

<b>English Language Arts &amp; Literature</b>		
<b>Organizing Idea</b>	<b>Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.</b>	
<b>Guiding Question</b>	<b>How can the organization of ideas and information support the sharing of messages?</b>	
<b>Learning Outcome</b>	<b>Students examine ways that messages can be organized and presented for different purposes.</b>	
	<b>Skills &amp; Procedures</b>	
	Discuss reasons for messages to be shared.	1
	Identify the title and author or creator of a variety of digital or non-digital messages.	1
	Examine information provided by the narrator in a story or message.	1
	Share connections between personal experiences and messages represented through poetry and song.	1
<b>Organizing Idea</b>	<b>Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.</b>	
<b>Guiding Question</b>	<b>In what ways can listening and speaking be applied to develop oral communication?</b>	
<b>Learning Outcome</b>	<b>Students develop listening and speaking skills through sharing stories and information.</b>	
	<b>Skills &amp; Procedures</b>	
	Practise listening and speaking skills through sharing oral stories.	1,9
	Discuss special rules (protocols) about how, when, or with whom stories are shared.	9
	Present stories, songs, poems, or dramatizations individually or as a part of a group.	8
	Ask questions to clarify information during discussions.	1,2,3,4,5,6,7,8
	Respond orally to questions during discussions.	1,2,3,4,5,6,7,8
	Contribute to discussions as a listener and speaker.	1,2,3,4,5,6,7,8,9
	Listen to and follow two-step instructions.	2,3,4,5,6,7,8
<b>Organizing Idea</b>	<b>Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.</b>	
<b>Guiding Question</b>	<b>What messages are conveyed through ideas and information within texts?</b>	
<b>Learning Outcome</b>	<b>Students investigate meaning communicated in texts.</b>	
	<b>Skills &amp; Procedures</b>	
	Listen to a variety of fictional and informational texts that are read aloud.	1,2,3,4,5,6,7,8,9
	Respond to texts that have been read aloud.	1,2,3,4,5,6,7,8
	Understand words and phrases from texts that have been read aloud.	1,2,3,4,5,6,7,8
	Discuss the main idea of a variety of texts.	1
	Identify key ideas and details from texts.	1
	Interpret information from illustrations or visuals in texts.	1,8
	Share personal connections to ideas or information in texts.	2,3,4,5,6,7,8,9
	Make predictions prior to and while reading, viewing, or listening to a text.	2,3,4,5,6,7,8

## GRADE 1 CURRICULUM CONNECTIONS

<b>Organizing Idea</b>	<b>Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.</b>	
<b>Guiding Question</b>	<b>How can writing be used to communicate meaning?</b>	
<b>Learning Outcome</b>	<b>Students create messages through the application of writing processes.</b>	
	<b>Skills &amp; Procedures</b>	
	Create written messages that align with an intended audience or purpose.	2,4,6
	Write sentences that contain complete thoughts and make sense.	2,3,6
	Edit written work for spelling, grammar, and punctuation.	2,6
	Add images or features to written messages.	2,3,4,5,6,7
	Share messages with others.	2,5,6,7
	Include own name on messages created.	2
	Use organizational tools to record information.	5

<b>Physical Education and Wellness</b>		
<b>Organizing Idea</b>	<b>Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.</b>	
<b>Guiding Question</b>	<b>How can personal characteristics contribute to self-understanding?</b>	
<b>Learning Outcome</b>	<b>Students examine personal characteristics, feelings, and emotions and explore understanding of self.</b>	
	<b>Skills &amp; Procedures</b>	
	Recognize that cultures celebrate personal characteristics in a variety of ways.	1,9
	Recognize how emotions can be expressed.	2,3,4,5
	Identify and communicate feelings in a variety of contexts.	2,3,4,5
	Identify responses to emotions.	2,3,4,5,7
	Reflect on feelings and emotions that result from various personal experiences.	2,3,4,5,7
<b>Organizing Idea</b>	<b>Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.</b>	
<b>Guiding Question</b>	<b>How can connections support healthy relationships?</b>	
<b>Learning Outcome</b>	<b>Students investigate how healthy relationships in learning and playing environments are built through connection.</b>	
	<b>Skills &amp; Procedures</b>	
	Practise words and actions that support friendship.	1,2,3,4,7,8

<b>Art</b>		
<b>Component 3</b>	<b>APPRECIATION: Students will interpret artworks literally.</b>	
C	An artwork tells something about its subject matter and the artist who made it	8
F	All aspects of an artwork contribute to the story it tells	8
<b>Component 10 (i)</b>	<b>PURPOSE 1: Students will record or document activities, people and discoveries.</b>	
A	Everyday activities can be documented visually	6,7
C	Family groups and people relationships can be recorded visually	2

## GRADE 1 CURRICULUM CONNECTIONS

<b>Science</b>		
<b>Organizing Idea</b>	<b>Earth Systems: Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.</b>	
<b>Guiding Question</b>	<b>How can environments be explored?</b>	
<b>Learning Outcome</b>	<b>Children examine and describe surrounding environments.</b>	
	<b>Skills &amp; Procedures</b>	
	Identify personal and group actions that demonstrate responsibility and care for nature.	2, 3, 7
	Discuss and reflect on First Nations, Métis, and Inuit traditional teachings that demonstrate a sense of responsibility to care for nature.	1,2,3,4,5,6,7,8,9
<b>Organizing Idea</b>	<b>Living Systems: Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions</b>	
<b>Guiding Question</b>	<b>How do plants and animals survive?</b>	
<b>Learning Outcome</b>	<b>Students investigate and examine needs of plants and animals.</b>	
	<b>Skills &amp; Procedures</b>	
	Share examples of plants and animals native to Alberta and Canada.	1,2,3,4,5,6,7,8,9
	Determine how a local environment meets the basic needs of plants and animals.	6
	Describe personal experiences related to how humans take care of plants and animals.	2, 3, 7
	Discuss how humans depend on plants and animals to meet their basic needs.	3
	Identify products made by various cultures, including local First Nations, Métis, or Inuit, that use plant and animal parts.	2, 3
<b>Social Studies</b>		
<b>Organizing Idea</b>	<b>Time and Place: Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.</b>	
<b>Guiding Question</b>	<b>What is the significance of places within communities?</b>	
<b>Learning Outcome</b>	<b>Students examine major physical features and key landmarks of our world.</b>	
	<b>Skills &amp; Procedures</b>	
	Identify natural landmarks that have First Nations, Métis, or Inuit names.	3
<b>Guiding Question</b>	<b>How can sharing cultures build connections between communities?</b>	
<b>Learning Outcome</b>	<b>Students explore cultures of diverse communities.</b>	
	<b>Skills &amp; Procedures</b>	
	Discuss how First Nations, Métis, and Inuit communities express culture.	1,2,3,4,5,6,7,8,9
<b>Guiding Question</b>	<b>In what ways can people contribute to communities?</b>	
<b>Learning Outcome</b>	<b>Students investigate roles and responsibilities in community groups and organizations.</b>	
	<b>Skills &amp; Procedures</b>	
	Differentiate between the roles and responsibilities of leaders and helpers.	7
	Relate fulfillment of roles and responsibilities to achievement of community goals	7
<b>Organizing Idea</b>	<b>Citizenship: Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.</b>	
<b>Guiding Question</b>	<b>How can people develop a sense of belonging?</b>	
<b>Learning Outcome</b>	<b>Students examine how belonging is supported within groups and communities.</b>	
	<b>Skills &amp; Procedures</b>	
	Brainstorm characteristics of groups and communities.	1,2,3,4,5,6,7,8,9

## GRADE 2 CURRICULUM CONNECTIONS

<b>English Language Arts &amp; Literature</b>		
<b>Organizing Idea</b>	<b>Text Forms and Structures: Identifying and applying text forms and structures improves understanding of content, literary style, and our rich language traditions.</b>	
<b>Guiding Question</b>	<b>How can the organization of ideas and information support the expression and understanding of messages?</b>	
<b>Learning Outcome</b>	Students explain how the organization of ideas and information within texts can support the purpose of meaning of messages.	
	<b>Skills &amp; Procedures</b>	
	Examine different reasons (purposes) for messages to be shared.	1
	Examine the narrator's contribution to a story or message.	1
<b>Organizing Idea</b>	<b>Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.</b>	
<b>Guiding Question</b>	<b>How can listening and speaking be developed to improve oral communications?</b>	
<b>Learning Outcome</b>	Students examine and adjust listening and speaking to communicate effectively.	
	<b>Skills &amp; Procedures</b>	
	Explore how oral traditions are shared.	1,9
	Participate in a sharing circle.	9
	Identify community or cultural protocols that may influence respectful communication.	9
	Contribute to a variety of listening and speaking activities to build confidence in oral language skills.	1,8,9
	Contribute to a discussions as a listener and speaker Listen to and follow three-step instructions.	1,2,3,4,5,6,7,8,9 2,3,4,5,6,7,8
<b>Organizing Idea</b>	<b>Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.</b>	
<b>Guiding Question</b>	<b>How does comprehension facilitate the meaning of a text?</b>	
<b>Learning Outcome</b>	Students examine and apply a variety of processes to comprehend texts.	
	<b>Skills &amp; Procedures</b>	
	Listen and respond to a variety of fictional and informational texts that are read aloud.	1,2,3,4,5,6,7,8
	Examine and use words and phrases from texts that have been read aloud.	1,2,3,4,5,6,7,8
	Interpret information from illustrations or visuals when summarizing texts.	1
	Share personal connections that support understandings of ideas or information in texts.	2,3,4,5,6,7,8,9
	Answer questions that require making interpretations or giving opinions about information in texts.	4
	Answer questions that require recognizing cause and effect relationships in texts.	4
	Make predictions prior to and while reading, viewing, or listening to a text.	2,3,4,5,6,7,8

## GRADE 2 CURRICULUM CONNECTIONS

<b>Organizing Idea</b>	<b>Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.</b>	
<b>Guiding Question</b>	<b>How can writing processes and techniques improve expressions?</b>	
<b>Learning Outcome</b>	<b>Students create and enhance ideas and information by applying a variety of writing processes.</b>	
	<b>Skills &amp; Procedures</b>	
	Create written messages that align with an intended audience or purpose.	2,4,6
	Generate ideas that can be expressed through messages.	2
	Edit written work for spelling, grammar, and punctuation.	2,6
	Incorporate images or features to enhance written messages.	2,3,4,5,6,7
	Share written messages with others.	2,6,7
	Use organizational tools to record or categorize information.	5

<b>Physical Education and Wellness</b>		
<b>Organizing Idea</b>	<b>Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.</b>	
<b>Guiding Question</b>	<b>How are roles connected to character development?</b>	
<b>Learning Outcome</b>	<b>Students examine roles, responsibilities, and self-regulation and their connections to self-understanding.</b>	
	<b>Skills &amp; Procedures</b>	
	Describe and compare responsibilities connected with various roles.	7
	Examine ways that individuals can positively contribute to communities through various roles.	3,6,7
	Explore how the roles and responsibilities of people, land, and animals contribute positively to community well-being.	1,3,6,7
	Describe strategies that support self-regulation.	5
<b>Organizing Idea</b>	<b>Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.</b>	
<b>Guiding Question</b>	<b>How can healthy relationships be portrayed in various contexts?</b>	
<b>Learning Outcome</b>	<b>Students connect healthy relationships to a variety of learning and playing contexts.</b>	
	<b>Skills &amp; Procedures</b>	
	Practise sharing and listening to ideas of others.	1,2,3,4,5,6,7,8,9

<b>Art</b>		
<b>Component 3</b>	<b>APPRECIATION: Students will interpret artworks literally.</b>	
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<b>Component 10 (i)</b>	<b>PURPOSE 1: Students will record or document activities, people and discoveries.</b>	
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## GRADE 2 CURRICULUM CONNECTIONS

<b>Science</b>		
<b>Organizing Idea</b>	<b>Matter: Understandings of the physical world are deepened by investigating matter and energy.</b>	
<b>Guiding Question</b>	<b>How can the suitability of materials be determined for specific purposes?</b>	
<b>Learning Outcome</b>	<b>Students investigate properties of materials and relate them to a purpose.</b>	
	<b>Skills &amp; Procedures</b>	
	Identify natural materials used by local First Nations, Métis, or Inuit and relate the materials' uses to specific purposes.	2, 3
<b>Organizing Idea</b>	<b>Earth Systems: Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.</b>	
<b>Guiding Question</b>	<b>How can Earth's components and relationship to the Sun be understood?</b>	
<b>Learning Outcome</b>	<b>Students investigate Earth, its landforms, its bodies of water, and its relationship to the Sun.</b>	
	<b>Skills &amp; Procedures</b>	
	Identify and discuss UNESCO World Heritage Sites found in Alberta.	3
<b>Organizing Idea</b>	<b>Living Systems: Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.</b>	
<b>Guiding Question</b>	<b>How do plants and animals live and grow?</b>	
<b>Learning Outcome</b>	<b>Students investigate the growth and development of plants and animals and consider their relationship to humans.</b>	
	<b>Skills &amp; Procedures</b>	
	Discuss ways to respect plants and animals while interacting in various environments.	2, 3, 7, 8
	Explain positive and negative impacts of human behaviour on plants and animals.	2, 3
	Discuss how humans might interact with land, plants, and animals if they see land, plants, and animals as equals.	2, 3, 7, 8
	Identify ways in which people show care for land, plants, and animals through cultural practices.	1,2,3,4,5,6,7,8,9
<b>Social Studies</b>		
<b>Organizing Idea</b>	<b>Time and Place: Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.</b>	
<b>Guiding Question</b>	<b>How does the land in Canada differ from place to place?</b>	
<b>Learning Outcome</b>	<b>Students examine major physical regions of Canada.</b>	
	<b>Skills &amp; Procedures</b>	
	Locate places in Canada by using a map or globe.	1, 3
	Describe relative locations of places.	1
<b>Guiding Question</b>	<b>How can heritage build on foundations from the past?</b>	
<b>Learning Outcome</b>	<b>Students relate traditions to Canada's heritage.</b>	
	<b>Skills &amp; Procedures</b>	
	Explore ways the land contributes to First Nations and Inuit tradition and identity.	2, 3