



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

A two-week exploration

GRADE
3-6

TEACHER'S GUIDE



everylivingthing.ca

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.*

Then, as a class brainstorm possible reasons why each animal represents the specific teaching. If necessary, re-watch the video to help generate answers and ideas. Students can write their ideas on their activity sheet.


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 and circle them on the activity 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

IN ANOTHER LANGUAGE!

As a class, learn the names (and the origin and meaning of 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.

TREATIES

Have a discussion with students on the reasons treaties were signed. Challenge students to consider perspectives of both groups in the agreements that were made. How were they different?



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.

Instructions:

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

- 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.

Have students write a letter to a friend, family member (including pets) or someone else important in their lives telling them why they love them using the Seven Sacred Teachings – Love Activity Sheet. Encourage students to be as specific and descriptive as they can!

At the top of the letter, have students to draw a picture of an eagle or eagle feather and explain to their loved one why they included this drawing to represent love. Once the students have edited their letter for spelling, punctuation and grammar have students deliver the letter to their loved one.



DAY 3 : RESPECT

Time: 30 minutes

Materials:

- [CPAWS Bison Range in Alberta Maps](#) 



- [Bison as Ecosystem Engineers Video](#) (2:06) 
- [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*

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.

ADDITIONAL INFORMATION ON THE HISTORY OF BISON IN ALBERTA

[National Film Board](#)

Information and a documentary (55:53) on the history of bison in Alberta.

tree branches), being mindful of how your actions impact the environment, etc.


- Why is it important to show respect for the environment?
- How do our actions impact the environment?
- What are some reasons people **do not** always show respect to other people? Animals? The environment? *Unfamiliar, fear, difference of opinion or beliefs, etc.* Do you think these are good reasons?
- How do you feel when others show you respect?
- How do you feel when others (friends, family members, etc.) do not show you respect? What are some positive ways you can manage situations when you feel you are not being respected? *Talk to the person, listen, get help from an adult, etc.*
- Why is it important to show respect?
- Why do you think the bison/buffalo was chosen to represent respect? Explain.

As a class, watch the Wildlife Conservation Society video “Bison as Ecosystem Engineers”, and individually have students complete the Seven Sacred Teachings – Respect Activity Sheet by identifying how ecosystems are impacted by bison and then reflecting on why it is important to respect bison.

DAY 4 : HONESTY

Time: 35 minutes

Materials:

- [The Seven Sacred Teachings – Honesty 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 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 difficult 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.*
- How do you feel when others are not honest with you?
- Can you think of a time when you weren't honest. What were the consequences? How did it impact others?
- Why do you think the raven/sabe represents honesty? Explain.

Being honest is not always easy! Individually, have students complete Seven Sacred Teachings – Honesty Activity Sheet. After completing the sheet, in partners or in small groups, have students discuss their responses.


Situations:

- Kat overhears classmates making fun of her best friend, Alex's new haircut. Her classmates don't notice her there or realize that she heard them.
- Jude is having dinner at his friend, Nora's house. Nora's grandmother made Brussel sprouts, Jude's least favourite food. After dinner, Nora asked Jude, how he liked his grandmother's cooking.
- Sam got 100% on a test, but they noticed that their teacher accidentally marked a question correct when it was actually wrong.
- Gia goes to watch her friend, Noah's first piano recital. Noah just started lessons, so he made some obvious mistakes that Gia noticed. After the recital Noah asked Gia how he did.

DAY 5 : COURAGE

Time: 30 minutes (Carry over activity)

Materials:

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

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.



- 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 through 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.*
- 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

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.

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. 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:

- [Why Beavers Are The Smartest Thing in Fur Pants Video \(4:58\)](#) 
- [The Seven Sacred Teachings - Wisdom 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 – 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?

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.

- 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?
- 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.

Individually, or in pairs, have students fill out the first two columns of the "All About Beavers" KWL chart found on the Seven Sacred Teachings – Wisdom Activity Sheet. Then, as a class watch the video "Why Beavers Are The Smartest Thing In Fur Pants." Encourage students to jot down information as they watch. Then have students complete the activity sheet by filling in the L column with what they learned from watching the video. Re-play the video a second time, for students to add anything to the column they may have missed the first time. Once finished, have students compare answers with another classmate or pair. Next, encourage students to research the answer to any questions left unanswered from the W column. Remind students to cite their sources.


After students have completed their KWL charts, have them reflect on why they think the beaver was selected to represent wisdom. Students can write the reflection in their journals or share their ideas in a class discussion.



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?
- List some examples of wolves in books, movies and fairytales. How are wolves typically depicted in books, movies and fairytales? *Bad, scary, negatively, etc.* How is this different from the reason why the wolf represents humility?
- 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 wolves have roles in their packs, students have roles in their family, school and community. Have students brainstorm different roles/responsibilities they have in their home, school and community. Some examples include: Taking out the garbage, cleaning their room, walking their dog, feeding their cat, etc.

Then have students complete the Seven Sacred Teachings – Humility Activity Sheet by drawing a picture of themselves in the smallest circle, then write their roles and responsibilities in the next circle and finally outside of the circles have students write the impact of their contributions (i.e., cared for brother, clean classroom, happy cat, etc.).

DAY 8 : TRUTH

Time: 45 minutes

Materials:

- [The Seven Sacred Teachings – Artwork Slides](#) 
- [The Seven Sacred Teachings – Truth Slides](#) 

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.



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.

- 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 animal slide.*
- Do you have any questions?

Display the artwork by artist Aimee Movold on the board. Have students share their thoughts on the piece through class discussion. What do they like about the image? What elements of the Seven Sacred Teachings do they see in the art? Then, display the artist's interpretation on the board. Did student's interpretation match the artists? How were they similar/different?


Then using the Seven Sacred Teachings – Truth Activity Sheet have students create their own piece of art on the turtles back, that includes some of the animals from the teachings and/or what they have learned so far through the Seven Sacred Teachings exploration. Then, have students name and write a brief explanation about their piece. Remind students to edit their explanation for spelling, punctuation and grammar.

Once students have coloured their artwork, have students carefully cut out their turtle and their explanation to add to a class bulletin board display. Once the bulletin board is complete, encourage students to present their artwork by sharing their explanation to the class.

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:



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



- 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?

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.

The Alberta SPCA is grateful for their contribution to this resource.

GRADE 3 CURRICULUM CONNECTIONS

English Language Arts & Literature		
Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.	
Guiding Question	In what ways can listening and speaking be enhanced to improve oral communication?	
Learning Outcome	Students examine and apply listening and speaking skills, processes, or strategies in a variety of formal and informal interactions.	
	Skills & Procedures	
	Investigate oral traditions that have been shared over time.	1,2,3,4,5,6,7,8,9
	Discuss how oral stories show respect for traditional shared knowledge.	1
	Share information of personal or cultural significance passed between generations of people.	1,2,3,4,5,6,7,8,9
	Develop communication skills through individual or group presentations.	8
	Participate in presentations as a respectful audience member.	8
Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.	
Guiding Question	How can the development of skills and strategies support comprehension of text?	
Learning Outcome	Students analyze text and make connections to personal experiences to support meaning.	
	Skills & Procedures	
	Make connections between a text and personal feelings, experiences, or background knowledge.	1,2,3,4,5,6,7,8
	Make connections between various aspects within or between texts.	3,6,8
	Make predictions using background knowledge and information within a text.	2,3,4,5,6,7,8
	Determine the most important information in a text.	3,6
Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.	
Guiding Question	How can writing craft combined with skills and processes contribute to written expression?	
Learning Outcome	Students investigate writing and research processes that support informed written expression.	
	Skills & Procedures	
	Create written texts for a variety of audiences and purposes.	2,8
	Use organizational processes, methods, or tools to support the creation of written texts.	5
	Edit writing for spelling, punctuation, and grammar.	2,8
	Include a variety of carefully selected words and sensory detail to add interest and keep audiences engaged.	2
	Access information from a variety of sources to answer questions or expand knowledge.	6
	Organize, categorize, or sequence information using a variety of methods or tools.	6
	Use research to create written text that is appropriate for an audience.	6
	List sources of information used to inform research.	6

GRADE 3 CURRICULUM CONNECTIONS

Physical Education and Wellness		
Organizing Idea	Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.	
Guiding Question	How are roles connected to character development?	
Learning Outcome	Students analyze different roles within varied contexts and examine how roles can support the development of talents, virtues, and resilience.	
	Skills & Procedures	
	Examine how roles can provide individuals with opportunities to develop.	7
	Identify emotions in a variety of situations.	2,3,4,5,7
Organizing Idea	Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.	
Guiding Question	How can problem solving support healthy relationships?	
Learning Outcome	Students investigate and describe how problem solving can affect healthy relationships.	
	Skills & Procedures	
	Generate solutions to problems in a variety of relationship contexts.	3,4
	Identify respectful and positive interactions with others.	2,3,4,5,6,7,8

Science		
Organizing Idea	Matter: Understandings of the physical world are deepened by investigating matter and energy.	
Guiding Question	How can materials change?	
Learning Outcome	Students investigate and analyze how materials have the potential to be changed.	
	Skills & Procedures	
	Discuss how interaction with natural materials is guided by relationships with the land for First Nations, Métis, and Inuit communities.	1,2,3,4,5,6,7,8,9
Organizing Idea	Living Systems: Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.	
Guiding Question	How do plants and animals interact?	
Learning Outcome	Students analyze and describe how plants and animals interact with each other and within environments.	
	Skills & Procedures	
	Reflect on and share actions that can be taken to protect plants and animals in local environments.	2, 3
	Demonstrate respectful and safe practices during observations of plants and animals in local environments.	2, 3
	Explain interconnections in environments, including how plants depend on animals and how animals depend on plants to survive.	3
	Discuss First Nations, Métis, and Inuit connection with environments and their knowledge of and relationships with plants and animals.	1,2,3,4,5,6,7,8,9

GRADE 3 CURRICULUM CONNECTIONS

Social Studies		
Organizing Idea	Time and Place: Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.	
Guiding Question	What are features of the land in Alberta?	
Learning Outcome	Students investigate natural and created features of Alberta.	
	Skills & Procedures	
	Identify treaties on a map of Alberta.	1
	Discuss reasons treaties were negotiated and signed.	1
	Describe landmarks with historical significance in Alberta.	3
Guiding Question	Who are Albertans?	
Learning Outcome	Students relate diversity to Alberta's western identity.	
	Skills & Procedures	
	Identify local First Nations languages.	1
	Explore stories about symbols of diverse communities in Alberta.	1,2,3,4,5,6,7,8,9
Organizing Idea	Systems: Evaluating processes and structures of organizations builds understanding of decision making in the world.	
Guiding Question	How are natural resources used in Alberta?	
Learning Outcome	Students examine natural resource use in Alberta	
	Skills & Procedures	
	Argue how protected areas and parks help to preserve land and resources.	3
Organizing Idea	Citizenship: Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.	
Guiding Question	How can Albertans make an impact in their communities?	
Learning Outcome	Students explore civic actions.	
	Skills & Procedures	
	Contrast civic actions that contribute to communities.	7
Art (Level 2 Grade 3/4)		
PURPOSE 4: Students will express a feeling or a message.		
B	Specific messages, beliefs and interests can be interpreted visually, or symbolized	8

GRADE 4 CURRICULUM CONNECTIONS

English Language Arts & Literature		
Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.	
Guiding Question	In what ways can listening and speaking skills clarify intent and build relationships?	
Learning Outcome	Students examine and demonstrate how listening and speaking support connections and clarify understandings.	
	Skills & Procedures	
	Describe personal connections to spirit, land, universe, time, or people revealed through oral traditions.	2,3,4,5,6,7,8,9
	Discuss protocols used to share oral traditions.	9
	Contribute respectfully to a variety of interactions that involve listening and speaking.	1,2,3,4,5,6,7,8,9
	Present information that engages, informs, persuades, or entertains an audience.	8
	Participate in presentations as a respectful audience member.	8
Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.	
Guiding Question	How do comprehension processes and strategies enhance understandings of texts?	
Learning Outcome	Students investigate strategies and connections that support text comprehension.	
	Skills & Procedures	
	Examine connections between texts and self, between a text and other texts, and between texts and the world.	4,6,8
	Reflect on personal connections to a text that best support understandings.	2,3,4,5,6,7,8,9
	Combine information from various sources to draw conclusions.	6
	Synthesize a variety of information when creating summaries of texts.	3,6
	Create personal responses to a variety of literature, informational texts, or other texts by synthesizing information.	3,4,8
Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.	
Guiding Question	How can development of writing processes and expression support effective communication?	
Learning Outcome	Students construct and organize text to share perspectives and develop creative expression.	
	Skills & Procedures	
	Create written texts for a variety of audiences and purposes.	2,8
	Develop creative expression through the use of organizational processes, methods, and tools.	7
	Edit writing for spelling, punctuation, and grammar.	2,8
	Incorporate images, charts, graphs, or other text features when publishing selected pieces to support a purpose or connect with an audience.	2,5,7
	Access information from a variety of sources to critically answer questions or expand knowledge.	6
	Choose and cite appropriate sources of information to inform research.	6

GRADE 4 CURRICULUM CONNECTIONS

Physical Education and Wellness		
Organizing Idea	Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.	
Guiding Question	How can a variety of life experiences influence resilience and perseverance?	
Learning Outcome	Students interpret how resilience and perseverance can be influenced by a variety of life experiences.	
	Skills & Procedures	
	Investigate experiences in a variety of contexts.	4,5,7,8
	Describe strategies that support resilience.	5
	Examine how challenging situations can involve perseverance.	4,5
	Examine the connection between perseverance and personal growth and learning.	5
Organizing Idea	Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.	
Guiding Question	How can resolving conflict and healthy relationships be mutually supportive?	
Learning Outcome	Students reflect on resolution and explain connections to healthy relationships.	
	Skills & Procedures	
	Describe strategies that can be used to support resolution to a problem, conflict, or challenge.	4
	Discuss the importance of traditional First Nations, Métis, or Inuit events and ceremonies and how events and ceremonies are effective for reconciling relationships.	1,9

Science		
Organizing Idea	Earth Systems: Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.	
Guiding Question	How does Earth sustain life?	
Learning Outcome	Students investigate the systems of Earth and reflect on how their interconnections sustain life.	
	Skills & Procedures	
	Make connections between human activity and Earth's systems.	3
	Analyze the interconnectedness of Earth's systems.	3,6
	Discuss ways that plants and animals use water to meet their basic needs.	6
	Explain how changes in one system can have impacts on other systems.	3, 6
	Investigate natural resources found in Alberta and how they are used to meet human needs.	3
	Describe examples of personal actions that contribute to conservation in daily life.	2,3
Organizing Idea	Living Systems: Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.	
Guiding Question	In what ways do the structures of organisms support survival?	
Learning Outcome	Students analyze organisms and relate external structures to functions.	
	Skills & Procedures	
	Demonstrate respect when interacting with plants and animals in local environments.	1,2,3,4,5,6,7,8,9

GRADE 4 CURRICULUM CONNECTIONS

Social Studies		
Organizing Idea	Time and Place: Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.	
Guiding Question	How did Canada become a country?	
Learning Outcome	Students investigate changes in Canada's political boundaries.	
	Skills & Procedures	
	Discuss ways relationships were built between First Nations and Europeans.	1
Organizing Idea	Citizenship: Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.	
Guiding Question	What is responsible citizenship?	
Learning Outcome	Students investigate rights and responsibilities in Canada.	
	Skills & Procedures	
	Reflect on personal rights and responsibilities.	3, 4, 7

Art (Level 2 Grade 3/4)		
PURPOSE 4: Students will express a feeling or a message.		
B	Specific messages, beliefs and interests can be interpreted visually, or symbolized	8

GRADE 5 CURRICULUM CONNECTIONS

Language Arts & Literature		
Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.	
Guiding Question	How can the presentation of ideas and information be enhanced through oral communication?	
Learning Outcome	Students investigate how oral language can be designed to communicate ideas and information.	
	Skills & Procedures	
	Discuss cultural contexts of oral traditions.	1,9
	Discuss meanings of stories and lessons shared orally.	1,2,3,4,5,6,7,8,9
	Engage in collaborative dialogue when sharing ideas, solving problems, or making decisions.	1,2,3,4,5,6,7,8,9
	Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas.	1,2,3,4,5,6,7,8,9
Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.	
Guiding Question	How does the interpretation of evidence support comprehension of texts?	
Learning Outcome	Students analyze information, contexts, and perspectives using a variety of comprehension strategies.	
	Skills & Procedures	
	Respond to texts by summarizing main ideas and providing supporting evidence from self, other texts, or the world.	2,3,6
	Analyze ideas and information in texts to interpret and respond.	6
	Use evidence from texts or additional sources to support responses and interpretations.	6
	Identify various perspectives in texts and propose alternative perspectives.	4
Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.	
Guiding Question	How does proficient writing enhance communication skills?	
Learning Outcome	Students enhance the accuracy and artistry of expression through creative and critical thinking processes.	
	Skills & Procedures	
	Create written texts for a variety of audiences and purposes.	2,8
	Develop creative expression through the use of organizational processes, methods, and tools.	7
	Edit writing for spelling, punctuation, and grammar.	2,8
	Publish selected pieces, incorporating graphics, captions, charts, or other text features to support a purpose or connect with an audience.	2,5,7,8
	Write to inform, explain, describe, or report for a variety of purposes and audiences.	2,5,6,8
	Narrow research questions to determine a clear, well-defined topic.	6
	Select a variety of relevant sources to inform writing.	6
	Access and use information ethically.	6

GRADE 5 CURRICULUM CONNECTIONS

Physical Education and Wellness		
Organizing Idea	Character Development: Exploration of life opportunities and virtues develops resilience and personal talents and promotes lifelong learning.	
Guiding Question	How can a variety of life experiences influence resilience and perseverance?	
Learning Outcome	Students reflect and relate life experiences to perseverance and well-being.	
	Skills & Procedures	
	Identify life experiences that have influenced thinking or behaviour.	2
	Reflect on personal learning and development in a variety of experiences.	4,5,7,8,9
Organizing Idea	Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.	
Guiding Question	How might healthy relationships support understanding in various social contexts?	
Learning Outcome	Students acknowledge and connect perspectives of self and others through communication and listening skills.	
	Skills & Procedures	
	Describe how listening and communication skills can support understanding of individual and group perspectives.	3,7
	Demonstrate respectful communication skills when working with others on tasks	4,5,7,9
Social Studies		
Organizing Idea	Citizenship: Understanding local, national, and global issues empowers individual and collective action toward an inclusive society.	
Guiding Question	How can citizens become active and informed?	
Learning Outcome	Students investigate ways to learn about the world and take action for change.	
	Skills & Procedures	
	Compare perspectives about an issue or event.	1
Art		
EXPRESSION		
Component 3	APPRECIATION: Students will interpret artworks for their symbolic meaning.	
Concepts		
	B. An artwork can be analyzed for the meaning of its visible components and their interrelationships	8
	C. Artworks contain symbolic representations of a subject or theme.	8
	D. Artworks can be appreciated at many different level, literal and symbolic.	8
Component 10 (ii)	SUBJECT MATER: Students will develop themes, with an emphasis on global awareness, based on:	
Concepts		
	A. Plants and animals	8
	B. Environment and places	8

GRADE 6 CURRICULUM CONNECTIONS

Language Arts & Literature		
Organizing Idea	Oral Language: Listening and speaking form the foundation for literacy development and improve communication, collaboration, and respectful mutual understanding.	
Guiding Question	What relationships can be made between skillful oration and communication content, style and delivery?	
Learning Outcome	Students connect the quality and efficacy of oral communication to oral language skills.	
	Skills & Procedures	
	Reflect on how oral communication processes or protocols can enhance the quality of personal relationships.	9
	Examine communication processes and protocols that contribute to the transmission or preservation of knowledge.	1,9
	Develop and deliver presentations for specific purposes and audiences.	8
Organizing Idea	Vocabulary: Communication and comprehension are improved by understanding word meaning and structures.	
Guiding Question	How does context influence vocabulary and the intentionality of communication?	
Learning Outcome	Students evaluate how vocabulary enhances communication and provides clarity.	
	Skills & Procedures	
	Study the origin and meaning of First Nations, Métis, and Inuit words in local environments.	1,2,3,4,5,6,7,8
Organizing Idea	Comprehension: Text comprehension is supported by applying varied strategies and processes and by considering both particular contexts and universal themes.	
Guiding Question	How do comprehension strategies enhance interpretations of texts?	
Learning Outcome	Students interpret and respond to texts through application of comprehension strategies.	
	Skills & Procedures	
	Respond to texts by summarizing main ideas and providing supporting evidence from the texts.	2,3,6
	Make connections between new ideas and information in texts and known ideas and information.	6,8
	Connect perspectives reflected in texts to personal experiences.	4
Organizing Idea	Writing: Ideas and information can be articulated accurately and imaginatively through the use of writing processes and an understanding of the author's craft.	
Guiding Question	How is precise writing influenced by ongoing craft and process development?	
Learning Outcome	Students create texts that reflect personal voice and style through creative and critical thinking processes.	
	Skills & Procedures	
	Create written texts for a variety of audiences and purposes.	2,8
	Edit writing for spelling, punctuation, and grammar.	2,8
	Publish selected writing, incorporating graphics, captions, charts, or other text features to express individuality.	2,5,7,8
	Write to inform, explain, describe, or report for a variety of purposes and audiences.	2,6,8
	Narrow research questions to determine a clear, well-defined topic.	6
	Support the main idea or topic with relevant facts, details, examples, and explanations from multiple sources.	6
	Access and use information ethically.	6

GRADE 6 CURRICULUM CONNECTIONS

Physical Education and Wellness		
Organizing Idea	Healthy Relationships: Personal well-being is supported through positive relationships built on communication, collaboration, empathy, and respect.	
Guiding Question	How can perspectives influence healthy relationships?	
Learning Outcome	Students consider and describe a variety of perspectives that support the development of healthy relationships.	
	Skills & Procedures	
	Demonstrate positive social behaviours to develop and maintain healthy	2,3,4,5,6,7,8,9
	Examine how empathy toward others with different perspectives supports healthy relationships.	4

Science		
Organizing Idea	Earth Systems: Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.	
Guiding Question	What relationships exist between climate and changes on Earth?	
Learning Outcome	Students investigate climate, changes in climate, and the impact of climate change on Earth.	
	Skills & Procedures	
	Relate impacts of natural processes and human activities on climate change.	3
	Identify personal actions that may affect global climate change.	3
Organizing Idea	Living Systems: Understandings of the living world, Earth, and space are deepened by	
Guiding Question	In what ways are ecosystems complex?	
Learning Outcome	Students investigate the characteristics and components of and interactions within ecosystems.	
	Skills & Procedures	
	Examine ways that plants and animals rely on each other to meet their needs.	3, 6

Social Studies		
Guiding Question	In what ways does civic participation support democratic societies?	
Learning Outcome	Students examine civic participation in Canada.	
	Skills & Procedures	
	Justify the role of civic participation in a democracy.	7

Art		
EXPRESSION		
Component 3	APPRECIATION: Students will interpret artworks for their symbolic meaning.	
Concepts		
	B. An artwork can be analyzed for the meaning of its visible components and their interrelationships	8
	C. Artworks contain symbolic representations of a subject or theme.	8
	D. Artworks can be appreciated at many different level, literal and symbolic.	8
Component 10 (ii)	SUBJECT MATER: Students will develop themes, with an emphasis on global awareness, based on:	
Concepts		
	A. Plants and animals	8
	B. Environment and places	8