5INTA

GRADE 5

INTEGRATED CURRICULA

Curriculum Guide

Prince Edward Island
CANADA

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- **Department of Education and Early Years Curriculum Staff**

Elizabeth Crawford (Project Lead), Elementary Curriculum Leader
Jonathan Hayes; Curriculum Coordinator
Michelle Bernard, Secondary Science Curriculum Leader
Meredith Cameron MacIsaac; Integrated Curriculum Coach
Ian Coffin; Secondary Instructional Leader
Andrea Garland; Social-Emotional Learning Consultant
Jack Headley; Secondary Social Studies Leader
Debbie Langston; Diversity Consultant
Sam Livingston; Education Technology Leader
Linda MacIsaac-Gallant; Arts Education Leader
Lori Ronahan; Flexible Learning Support Leader
Sara Schofield; Literacy Coach
Allister Smith; Physical and Health Education Leader

- **Public Schools Branch Committee Members and Pilot Teachers**

Tammy Cann; Southern Kings Consolidated
Michelle Deblois; Eliot River Elementary
Simone DesRoches; Elm Street Elementary
Michaela Misener; West Royalty Elementary

- **Community Members and Organizations**

The Critical Thinking Consortium (TC2)
BIPOC USHR (Black, Indigenous, and People of Colour United for Strength, Home, Relationship)
Black Cultural Society
Indigenous Education Advisory Committee
Jamie Thomas, Business & Partnership Developer, MCPEI
Kim Colwill, Director of Education, Lennox Island First Nation
Native Council of Prince Edward Island
PEERS Alliance (Prevent, Educate, Empower, Respect Support)

Prince Edward Island
Department of Education and Early Years
250 Water Street, Suite 101
Summerside, Prince Edward Island, Canada, C1N 1B6
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INTRODUCTION

The Integrated Curriculum was planned and developed by a committee whose deliberations were guided by consideration of the learners and input from teachers. The committee consisted of teachers and consultants with a diverse range of experiences and backgrounds in education. The curriculum design was strongly informed by current research on high impact teaching strategies and pedagogical approaches suitable for learners' developmental stages.

Vision of Program

The vision for the Prince Edward Island Grade 5 Integrated curriculum is to enable and encourage learners to explore the world around them through an integrated, transdisciplinary lens. This approach emphasizes natural connections within the curriculum and makes learning more authentic and relevant for learners. It dissolves the boundaries between traditional subjects and organizes them into conceptual lines of inquiry to promote integrated thinking at a deeper level. "When learners are able to go beyond the facts and basic skills to see patterns and connections to related concepts, and when they can understand the deeper, transferable significance of their learning, then their thinking is integrated at a conceptual level" (Erickson, Lanning & French, 2017, p.15). The Integrated curriculum capitalizes on the interconnected nature of knowledge and aligns with how real-world challenges are addressed.

In particular, the Grade 5 Integrated curriculum is aimed at equipping learners with the essential competencies required to navigate the modern world by:

- providing opportunities for inquiry, critical thinking, problem-solving and reflection;
- mirroring the dynamic, interconnected nature of knowledge through conceptual lines of inquiry;
- engaging learners with relevant contexts that span across different domains such as environmental sustainability and Indigenous ways of knowing;
- involving learners in learning activities that develop SEL and value diversity, equity and inclusion; and
- providing learning challenges that will empower learners to make positive differences in their community and the world.

Purpose of Curriculum Guide

This guide has been developed to support teachers in the implementation of the Grade 5 integrated curriculum. It provides a comprehensive framework that reflects:

- inquiry skills as an ongoing part of the learning process;
- current research, theory and effective classroom practice;
- flexibility for teachers in planning instruction to meet the needs of all learners; and
- detailed curriculum outcomes, achievement indicators and elaborations to which educators and others can refer to when making decisions concerning learning experiences, instructional techniques and assessment strategies.

Essential Graduation Competencies

Curriculum is designed to articulate what learners are expected to know and be able to do by the time they graduate from high school. The PEI Department of Education and Early Years designs curriculum that is based on the Atlantic Canada Framework for Essential Graduation Competencies released by the Council of Atlantic Ministers of Education and Training (CAMET 2015).

Competencies articulate the interrelated sets of attitudes, skills, and knowledge—beyond foundational literacy and numeracy—that prepare learners to successfully participate in lifelong learning and life/work transitions. They are cross-curricular in nature and provide opportunities for interdisciplinary learning. Six competencies have been identified: citizenship, communication, personal-career development, creativity and innovation, critical thinking, and technological fluency (Figure 1). Achievement of the essential graduation competencies (EGCs) will be addressed through the assessment and evaluation of curriculum outcomes developed for individual courses and programs.

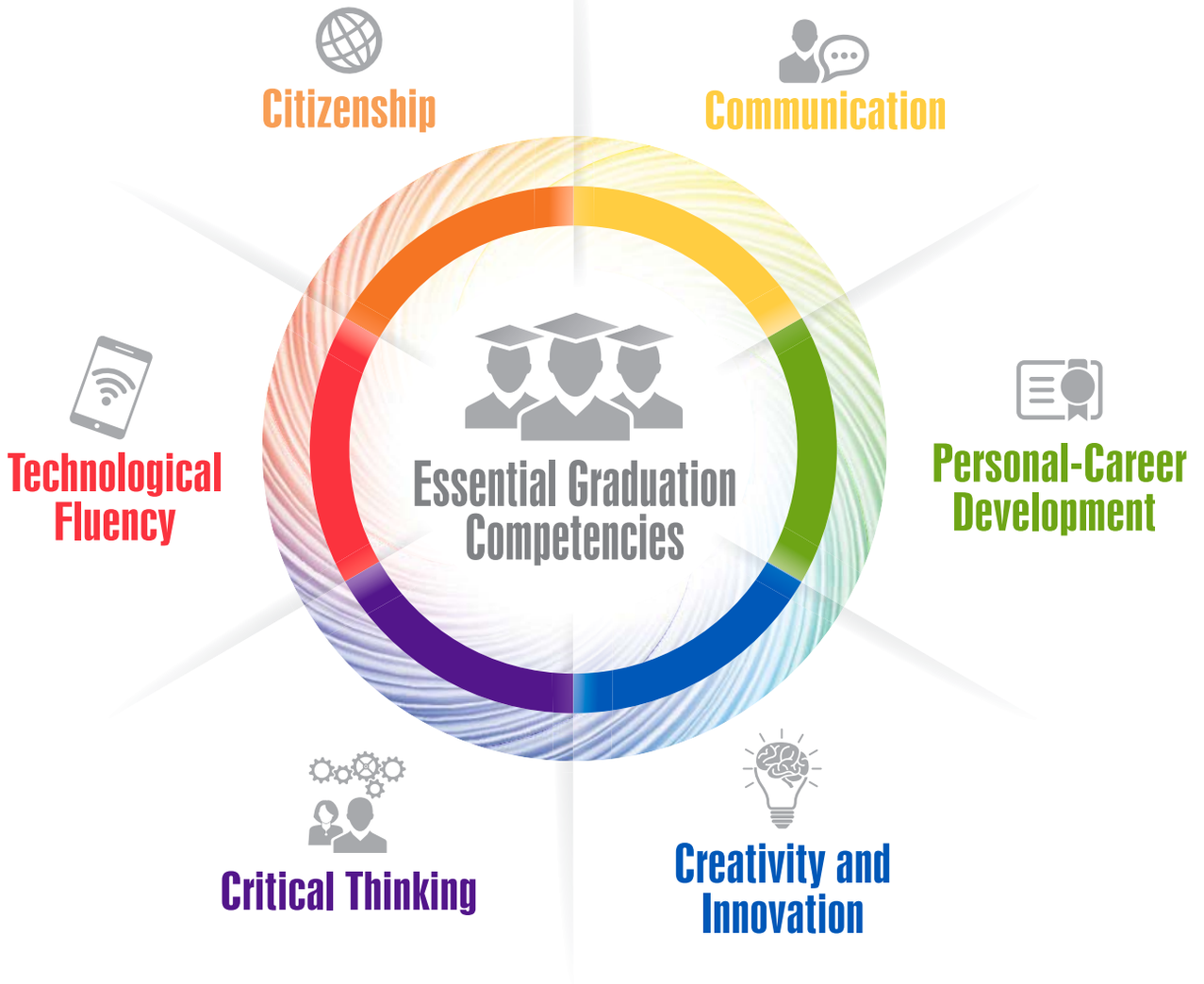


Figure 1. Essential Graduation Competencies

Critical Thinking

Learners are expected to analyse and evaluate evidence, arguments, and ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.

Learners are expected to

- use critical thinking skills to inquire, make decisions, and solve problems;
- recognize that critical thinking is purposeful;
- demonstrate curiosity, inquisitiveness, creativity, flexibility, persistence, open- and fair-mindedness, tolerance for ambiguity, and suspension of judgment;
- ask powerful questions which support inquiry, decision-making, and problem solving;
- acquire, interpret, and synthesize relevant and reliable information from a variety of sources;
- analyse and evaluate evidence, arguments, and ideas;
- use various types of evidence, reasoning, and strategies to draw conclusions, make decisions, and solve problems;
- reflect critically on thinking processes used and acknowledge assumptions;
- effectively communicate ideas, conclusions, decisions, and solutions; and
- value the ideas and contributions of others who hold diverse points of view.

Technological Fluency

Learners are expected to use and apply technology to collaborate, communicate, create, innovate, learn, and solve problems. They use technology in a legal, safe, and ethically responsible manner.

Learners are expected to

- recognize that technology encompasses a range of learning tools and contexts;
- use and interact with technology to create new knowledge;
- apply digital technology to gather, filter, organize, evaluate, use, adapt, create, and share information;
- select and use technology to impact and advance one another; and
- adopt, adapt, and apply technology efficiently, effectively, and productively.

Citizenship

Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyse cultural, economic, environmental, and social issues; make decisions and judgments; and solve problems and act as stewards in a local, national, and global context.

Learners are expected to

- recognize the principles and actions of citizens in just, pluralistic, and democratic societies;
- demonstrate the disposition and skills necessary for effective citizenship;
- consider possible consequences of decisions, judgment, and solutions to problems;
- participate in civic activities that support and promote social and cultural diversity and cohesion; promote and protect human rights and equity;
- appreciate the complexity and interconnectedness of factors in analysing issues; and
- demonstrate understanding of sustainable development.

Communication

Learners are expected to express themselves and interpret effectively through a variety of media. They participate in critical dialogue, listen, read, view, and create for information, enrichment, and enjoyment.

Learners are expected to

- listen and interact purposefully and respectfully in formal and informal contexts;
- engage in constructive and critical dialogue;
- understand, interpret, and respond to thoughts, ideas, and emotions presented through multiple media forms;
- express ideas, information, learnings, perceptions, and feelings through multiple media forms, considering purpose and audience;
- assess the effectiveness of communication and critically reflect on intended purpose, audience, and choice of media; and
- analyse the impact of information and communication technology.

Personal-Career Development

Learners are expected to become self-aware and self-directed individuals who set and pursue goals.

They understand and appreciate how culture contributes to work and personal life roles. They make thoughtful decisions regarding health and wellness, and career pathways.

Learners are expected to

- connect learning to personal and career development;
- demonstrate behaviours that contribute to the well-being of self and others;
- build healthy personal and work relationships;
- establish skills and habits to pursue physical, spiritual, mental, and emotional well-being;
- develop strategies to manage career balance and wellness;
- create and implement a personal, education, career, and financial plan to support transitions and achievement of personal, education, and career goals; and
- demonstrate preparedness to learn and work individually, cooperatively, and collaboratively in diverse, evolving environments.

Creativity and Innovation

Learners are expected to demonstrate openness to new experiences; to engage in creative processes; to make unexpected connections; and to generate new and dynamic ideas, techniques, and products. They value aesthetic expression and appreciate the creative and innovative work of others.

Learners are expected to

- gather information through all senses to imagine, create, and innovate;
- develop and apply creative abilities to communicate ideas, perceptions, and feelings;
- take responsible risk, accept critical feedback, reflect, and learn from trial and error;
- think divergently, and embrace complexity and ambiguity;
- recognize that creative processes are vital to innovation;
- use creation techniques to generate innovations;
- collaborate to create and innovate;
- critically reflect on creative and innovative works and processes; and
- value the contribution of creativity and innovation.

General Curriculum Outcomes

General curriculum outcome statements articulate what learners are expected to know and be able to do upon completion of study in the Program Area.

Table 1. Program Area General Curriculum Outcomes

Strand	Description
GCO 1	**Inquiry Skills** Learners will be expected to develop inquiry skills through a process of initiating and planning, investigating and exploring, analysing and interpreting, and communicating the results of an inquiry.
GCO 2	**Disciplinary Knowledge** Learners will be expected to develop an understanding of specific content from the subjects of science, social studies, health and visual arts. This foundational knowledge is the critical ingredient required to engage learners in the inquiry process. While content remains an integral part of this course, it should also be viewed as the context through which competencies are developed.
GCO 3	**Digital Skills** Learners will be expected to develop skills in four main areas that include Computing Systems, Data, Programming, and Digital Security & Citizenship.
GCO 4	**Social Emotional Learning Skills** Learners will be expected to develop skills that support self awareness and self management, relationship and social awareness, and responsible decision-making.
GCO 5	**Diversity, Equity and Inclusion Skills** Learners will be expected to develop skills in examining bias, stereotypes, microaggressions and ways to become an upstander in building respectful communities.

Specific Curriculum Outcomes

Specific curriculum outcomes (SCOs) identify what learners are expected to know and be able to do for a particular course. They provide a focus for instruction in terms of measurable or observable learner performance and are the basis for the assessment of learner achievement across the province. PEI specific curriculum outcomes are developed with consideration of Bloom's Taxonomy of Learning and the Essential Graduation Competencies.

SCOs will begin with the phrase—Learners are expected to… .

Achievement Indicators (AIs)

Each specific curriculum outcome is described by a set of achievement indicators that aid in defining and demonstrating the depth and breadth of the corresponding SCO.

Taken together as a set, AIs support the SCO in defining specific levels of knowledge acquired, skills applied, or attitudes demonstrated by a learner for that particular outcome. Achievement indicators provide clarity for understanding and ensure instructional design is aligned to the SCO.

When planning for instruction, teachers must be mindful of the complete set of achievement indicators in order to fully understand the breadth and depth of the outcome. Teachers may alter, or add to, the existing indicators to be responsive to the interests, lives, and prior knowledge of learners. It is important to note that changes to the given indicators must be reflective of, and consistent with, the intended breadth and depth of the outcome.

The set of achievement indicators for a given outcome begins with the phrase—Learners who have achieved this outcome should be able to… .

Elaborations

An elaboration provides a fuller description of the SCO and the instructional intent behind it. It provides a narrative for the SCO, gives background information where possible, and offers a broader context to help teachers gain a deeper understanding of the scope of the SCO. This may also include suggestions and/or reference supporting resources that may be helpful for instruction and assessment of the SCO.

Bloom's Taxonomy

Bloom's Taxonomy was published in 1956 as a framework for classifying expectations for student learning as indicated by educational outcomes. David Krathwohl's 2002 revision of this taxonomy expands on the original work by defining the relationship between the cognitive process dimension—how we expect learners to come to know and think about the outcome—and the knowledge dimension—the category of knowledge expressed by the outcome.

A full understanding of the relationship between the cognitive process and knowledge dimensions of Bloom's Taxonomy will serve learners, teachers, and administrators by:

- providing a framework for developing the specific curriculum outcomes (SCOs) for a particular course;
- identifying the type of knowledge and cognitive process of the outcome;
- providing a means for the alignment of specific curriculum outcomes with instructional activities and assessments; and
- providing a common language about the curriculum outcomes within all subjects to facilitate communication

Cognitive Process Dimension

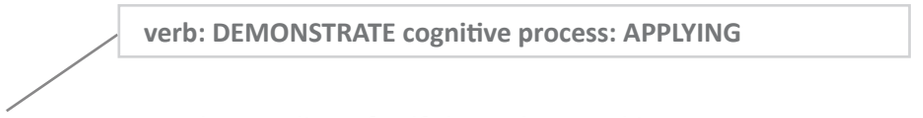
The cognitive process dimension classifies six types of cognition that learners may be expected to demonstrate or use as they work towards proficiency of any given specific curriculum outcome. The verb(s) that begins a specific curriculum outcome identifies the cognitive process dimension.

Table 2. Bloom's Taxonomy—Cognitive Process Dimension

Category	Description
Remembering	Retrieve, recall, and/or recognize specific information or knowledge from memory.
Understanding	Construct meaning from different sources and types of information, and explain ideas and concepts.
Applying	Implement or apply information to complete a task, carry out a procedure through executing or implementing knowledge.
Analysing	Break information into component parts and determine how the parts relate or interrelate to one another or to an overall structure or purpose.
Evaluating	Justify a decision or course of action, problem solve, or select materials and/or methods based on criteria and standards through checking and critiquing.
Creating	Form a coherent functional whole by skillfully combining elements together and generating new knowledge to guide the execution of the work.

SCO Structure

Examining the structure of a specific curriculum outcome is necessary to fully understand its intent prior to planning instruction and assessment. The verb(s) in the outcome relates to the expected level and type of thinking (cognitive process). A noun or noun phrase communicates the type of knowledge (i.e., factual, conceptual, procedural, or metacognitive) that is the focus of the outcome.



DK 4.1—demonstrate an understanding of self through artmaking.

Curriculum Guide Layout

The curriculum guide layout is designed to highlight the critical elements/features of the provincial curriculum required for a given course.

Table 3. Details of Curriculum Guide Layout

Feature	Description
Unit Name	Appears in the upper left hand corner; could include the name of the Topic, GCO, Strand, and/or Big Idea
SCO Block	Appears in the coloured box; contains the cognitive process level
AI List	Appears in the body of the page immediately following the SCO.
EGC Map	Appears at the bottom of the page.

Unit Name (Topic, GCO, Strand, and/or Big Idea

DISCIPLINARY KNOWLEDGE - VISUAL ARTS: EXPRESSING SELF

Specific curriculum outcome (SCO)

	Learners are expected to ...					
DK 4.1	demonstrate an understanding of self through artmaking.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Cognitive process level for this particular SCO

Achievement Indicators

Learners who have achieved this outcome should be able to ...

Set of achievement indicators (AIs)indicating "breadth and depth" of SCO

a. illustrate authentic images of self reflecting key aspects of identity;

b. produce detailed images to tell a story about self in relation to others and other things using proportion with appropriate sizes and scale;

c. express feelings and emotions through artwork; and

d. explain the most effective aspects of their artwork with others before, during and/or after the creative process.

Essential Graduation Competencies Map

	Citizenship	✓	Critical Thinking	✓	Personal-Career Development	Essential Graduation Competencies
✓	Communication		Technological Fluency	✓	Creativity and Innovation	

Assessment and Evaluation

Assessment and evaluation are integral components of the teaching and learning process. They are continuous activities that are planned for and derived from specific curriculum outcomes (SCOs) and should be consistent with instruction. Effectively planned assessment and evaluation improves and guides future instruction. It also promotes learning, builds confidence, and develops students' understanding of themselves as learners.

Learners should know what they are expected to learn as designated by SCOs and the criteria that will be used to determine the quality of their achievement.

Assessment must provide opportunities for learners to reflect on their progress, evaluate their learning, and set goals for future learning.

Assessment is the process of gathering evidence about student learning. Assessments need to be reflective of the cognitive process and type of knowledge indicated by the SCO ("Bloom's Taxonomy" on page 9). The achievement indicators inform teachers of the depth and breadth of skills, knowledge, and understandings expected for each SCO.

Assessment has three interrelated purposes:

- assessment for learning to guide and inform instruction (formative)
- assessment as learning to involve learners in self-assessment and setting goals for their own learning (formative)
- assessment of learning to determine learner progress relative to curriculum outcomes (summative)

Triangulation is a process by which a teacher uses evidence about student learning from three different sources. These sources include conversations, observations, and products. Collecting data from a balance of these sources ensures reliable and valid assessment of student learning.

Evaluation involves analysing and reflecting upon various forms of evidence of student learning and making judgments or decisions regarding student learning based upon that evidence.

Effective assessment strategies

- must be valid in that they measure what is intended to be measured and are reliable in that they consistently achieve the same results when used again, or similar results with a similar group of learners;
- are appropriate for the purpose of instruction and learning strategies used;
- are explicit and communicate to learners and parents the expectations and criteria used to determine the level of achievement;
- are comprehensive and enable all learners to have diverse and multiple opportunities to demonstrate their learning consistently, independently, and in a range of contexts in everyday instruction;
- accommodate the diverse learning needs and experiences of the learners;
- allow for relevant, descriptive, and supportive feedback that gives learners clear directions for improvement, and engages learners in metacognitive self-assessment and goal setting that can increase their success as learners; and
- assist teachers in selecting appropriate instruction and intervention strategies to promote the gradual release of responsibility of learning.

Social and Emotional Learning (SEL)

Social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Weissberg & Cascarino, 2013).

The benefits of social and emotional learning (SEL) are well-researched. Evidence demonstrates that an education integrated with SEL yields positive outcomes for learners, adults, and school communities. These findings include increased social and emotional skills, academic performance, mental wellness, healthy behaviours, school climate and safety, and positive lifetime outcomes (Durlak et al., 2011).

Learners will experience a sense of belonging and emotional safety when teachers develop a supportive atmosphere where learners feel valued and are encouraged to express their ideas and emotions. While SEL isn't a designated subject like history or math, it must be woven into a school's curriculum and community (Durlak et al., 2011; Wiglesworth et al., 2016). The following five skills provide examples of how social-emotional learning competencies can be incorporated into the curriculum:

Self-Awareness entails the understanding of one's own emotions, personal identity, goals and values. Integrating self-awareness involves planning activities and practices that help learners understand and connect with their thoughts, emotions, and strengths and how they influence behaviour;

Self-Management entails skills and attitudes that help learners to regulate emotions and behaviours. Integrating self-management involves developing learners' organizational skills, resilience, and goal-setting abilities through structured activities, personalized learning plans, and providing consistent feedback;

Social Awareness entails recognizing the perspective of those with the same or different backgrounds and empathizing and feeling compassion. Integrating social awareness involves incorporating diverse perspectives, cultural contexts, and collaboration while encouraging learners to understand and appreciate the broader societal implications of the content they are learning;

Relationship Skills entail the tools to establish and maintain healthy relationships and effectively navigate settings with different social norms and demands. Integrating relationship skills involves fostering collaborative projects, encouraging effective communication and teamwork, and enabling learners to develop positive interpersonal connections that enhance their learning experience; and

Responsible Decision-making entails the knowledge, skills and attitudes to make caring and constructive choices about personal behaviour and social interactions across diverse settings. Integrating responsible decision-making within lessons involves incorporating real-world scenarios, ethical considerations, and critical information analysis to make thoughtful choices

Supporting English as an Additional Language (EAL) Learners

Multilingual learners add valuable experiences to the classroom. The linguistic knowledge and experiences of English as an additional language (EAL) learners can extend the understanding of the linguistic diversity of all learners. When the language, prior knowledge, and culture of EAL learners are valued, respected, and incorporated into learning, the learning environment is enhanced.

Supportive learning includes classroom practices that affirm cultural values and leverage learners' home language and prior knowledge. Making connections to content and language structures in their home language and English is encouraged when possible. It is also essential that EAL learners make connections between their learning in English and learning in other curricular areas and use learning contexts in other subjects to practice, reinforce, and extend their language skills. Addressing the demands of the subject area and discussing how different forms, styles, and registers of English are used for various purposes will benefit learners. Providing students learning English as an additional language with ample opportunities to use English in communicative ways and designing classroom activities to aid language development through active language use will support their learning.

Addressing barriers to equitable instruction and assessment for EAL learners is essential. By providing various ways for them to access content, demonstrate learning, and develop language skills, we can ensure their full participation and contribution to the classroom community. This approach benefits EAL learners and enhances the overall learning environment.

Inquiry Based Learning

The Integrated Curriculum is intended to be taught through inquiry-based learning. Inquiry-based learning in the classroom promotes learner agency and cultivates curiosity, critical thinking, and problem-solving. Using the disciplinary knowledge content as the context for inquiry, learners are guided by powerful questions, engage in research, analyse and interpret their findings, and communicate their new knowledge with others. Current research suggests that inquiry-based learning fosters a more comprehensive understanding of concepts, as learners actively construct their knowledge through hands-on, minds-on experiences and collaborative discussions. Inquiry reflects how individuals come to understand the natural world. Understanding content is significantly enhanced when ideas are anchored to inquiry experiences (NSTA, 2018).

Project Based Learning (PBL) and Lines of Inquiry

Project Based Learning is a teaching method in which learners gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge (PBLWorks, 2024). Learners are able to conduct in-depth investigations of real world issues and challenges through lines of inquiry. This type of learning engages learners as they obtain a deeper knowledge of subject areas through inquiry, research, and experimentation, integrating concepts at a deeper level. PBL allows learners to explore, investigate, and construct new meaning from prior knowledge and from the information that is retrieved from other sources. It is not linear in form but promotes a continual looping back and forth throughout the process as learners gather and process new information, redirect their inquiries, and continue through the process. The process of working with acquired information and reformulating it into newly constructed meaning is emphasized in this curricula.

5INTA

GRADE 5

INTEGRATED CURRICULA

Curriculum Guide

Prince Edward Island
CANADA

Course Description

5INTA combines the topics within the disciplines of Science, Social Studies, Health and Visual Arts. It leverages the contexts within these disciplines to engage students in developing the knowledge, skills and attitudes associated with inquiry, social emotional learning, digital technology and diversity, equity and inclusion. The topics addressed within each discipline of the Grade 5 Integrated Curriculum include:

Science	Social Studies	Health	Visual Arts
• Structures and functions of major body Systems • Weather and climate • Physical and chemical changes • Simple machines	• Mapping and physical Regions • Mi'kmaq lifestyle • Mi'kmaq decision making practices • Mi'kmaq historical interactions	• Healthy lifestyles • Future roles and career pathways • Personal safety • Changes during puberty	• Expressing self • Communicating messages • Materials, Tools and Techniques • Culture, Heritage and Environment

Outcome Summary

The outcomes of the grade 5 integrated curricula are categorized into 5 GCOs. These GCOs and specific outcomes are designed to provide learners with a holistic introduction to the skills and competencies needed for success. Each outcome, with its related achievement indicators and elaborations, can be found in the following section.

Table 4. Summary of Specific Curriculum Outcomes for 5INTA

Unit	Code	Learners are expected to ...
Inquiry Skills	IS 1.1	initiate and plan an inquiry.
	IS 1.2	investigate and explore in an inquiry.
	IS 1.3	analyse and interpret the results of their inquiry.
	IS 1.4	effectively communicate the results of their inquiry.
Disciplinary Knowledge (Science)	DK 1.1	demonstrate an understanding of the important structures and healthy function of major body systems.
	DK 1.2	evaluate the impact of climate change on the environment and associated species, and possible solutions.
	DK 1.3	demonstrate an understanding of how the properties and changes in materials influence our daily lives.
	DK 1.4	contruct the prototype of a device that uses one or more simple machines.
	DK 1.5	design an experiment pertaining to core content and topics of interest.
Disciplinary Knowledge (Social Studies)	DK 2.1	demonstrate an understanding of how the features of various physical regions of Atlantic Canada can inform ways of living on the land.
	DK 2.2	describe the Mi'kmaq connection to the land and its influence on their lifestyle.
	DK 2.3	describe the decision making practices of the Mi'kmaq Peoples.
	DK 2.4	describe the impacts of the interactions among the British, French and Mi'kmaq people.

Disciplinary Knowledge (Health)	DK 3.1	design a plan for living a healthy lifestyle.
	DK 3.2	demonstrate knowledge of self, skills, work and financial habits that support future roles, goals and career pathways.
	DK 3.3	make thoughtful and informed choices that promote the safety of self and others.
	DK 3.4	demonstrate health promoting skills to respond to the physical, social and emotional changes that occur during puberty.
Disciplinary Knowledge (Visual Arts)	DK 4.1	demonstrate an understanding of self through artmaking.
	DK 4.2	create artwork to communicate messages and understandings.
	DK 4.3	use a variety of techniques and a diverse selection of tools and materials to create their artwork.
	DK 4.4	create artwork representing culture, heritage and the environment.
Digital Skills	DS 1.1	use electronic technology tools effectively.
	DS 1.2	use computers to create, store, organize, and analyse data.
	DS 1.3	demonstrate an understanding of digital security and ethical digital citizenship.
	DS 1.4	create a simple computer program.
Social Emotional Learning Skills	SEL1.1	apply skills that help to identify and regulate emotions, thoughts and behaviour.
	SEL1.2	demonstrate skills that support positive relationships with diverse individuals and groups.
	SEL1.3	apply skills that help to make caring and ethical choices that promote the well-being of self and others.
	SEL1.4	demonstrate self-awareness, habits and skills that support the achievement of personal goals.
Diversity, Equity, Inclusion Skills	DEI1.1	examine bias using their awareness of self and culture.
	DEI1.2	demonstrate an understanding of the impacts of stereotypes.
	DEI1.3	demonstrate effective strategies to respond to microaggressions.
	DEI1.4	demonstrate ways to become an upstander in order to build a respectful community.

	Learners are expected to ...					
IS 1.1	initiate and plan an inquiry.					
	Remembering	**Understanding**	**Applying**	Analysing	**Evaluating**	**Creating**

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. generate powerful questions to be answered or problems to be solved;

b. make reasonable predictions and/or connections based on background knowledge, past experiences and observed patterns;

c. identify a set of efficient steps to solve a practical problem; and

d. clarify meaningful group roles in the collaborative inquiry process.

	Citizenship	✓	**Critical Thinking**		**Personal-Career Development**	**Essential Graduation Competencies**
✓	**Communication**		**Technological Fluency**	✓	**Creativity and Innovation**	

ELABORATIONS

General Elaboration

Inquiry begins with questioning, observing, exploring and activating background knowledge. Learners require experience and background knowledge in order to do productive inquiry. To assist with learner generated questions, learners may consider the **Question Formulation Technique**. This is a structured method for generating and improving questions. Reflections on learning and new lines of thinking should be included in this technique.

(LEARN resource: Question Formulation Technique)

Students can be guided to use their prior knowledge and experiences to foresee outcomes and draw connections. For instance, when discussing animal adaptations, students can connect their knowledge of how animals in colder climates, such as polar bears, have thick fur to insulate against the cold, to understanding why animals in desert environments, like camels, have adaptations such as water storage and heat regulation. By recognizing patterns and linking them to what they already know, students develop critical thinking skills and enhance their ability to anticipate and understand new information.

It is important to support students in understanding the importance of assigning clear roles within a group to enhance collaboration and productivity when initiating and planning an inquiry. For example, in a group project, some of these roles might include: group discussion leader, guiding researcher, time keeper, recorder of information, presenter, materials manager, and technology leader. Clarifying these roles ensures that each group member knows their responsibilities, contributing to a more organized and successful collaborative effort.

Big Idea

~

Planning our investigations is an important first step in becoming active learners to discover new knowledge.

IS1.1

GUIDING QUESTIONS

- How does reflection impact your thinking and improve your future inquiries?
- How can we stay open-minded while questioning assumptions and biases?
- How can inquiry lead to opportunities for improvement and change?
- What role does curiosity and perseverance play within inquiry and innovation?

IS 1.2	*Learners are expected to ...*					
	investigate and explore in an inquiry.					
	Remembering	**Understanding**	**Applying**	Analysing	**Evaluating**	**Creating**

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. identify and use a variety of methods, resources and technologies to collect relevant information;

b. select and use suitable tools, technology and/or other materials in creating, imagining or building;

c. carry out effective procedures to explore an inquiry;

d. collect relevant information for a given question or problem; and

e. record key observations.

								Essential Graduation Competencies
	Citizenship	✓	Critical Thinking		Personal-Career Development			
✓	Communication	✓	Technological Fluency	✓	Creativity and Innovation			

ELABORATIONS

General Elaboration

In this outcome, learners consider what information they have and what resources (primary sources and secondary sources) will support their inquiry. Students can utilize different approaches, tools and methods for gathering information. This includes:

- conducting Internet research
- using library resources
- performing interviews
- databases
- interactive platforms
- hands-on materials
- experiments
- surveys
- engineering design process

Big Idea

~

There are important things to consider when carrying out a plan to investigate and explore in an inquiry.

It is important to guide students in choosing appropriate tools and materials for their critical thinking challenges and creative projects, ensuring that these selections align with their objectives. As well, modeling ways to locate and select sources, and provide insight on strategies to help determine the validity of information is an important part of guiding students with investigating and exploring an inquiry. Encourage students to focus on gathering valid information that directly addresses their inquiry. This means filtering out irrelevant data and concentrating on what is important.

Students should also accurately and systematically document their observations during their investigations and explorations. This could include keeping detailed notes, notes in point form, simple diagrams, illustrations, charts, taking photographs, or using digital tools such as spreadsheets. Key observations could be gathered by using one or more of the senses.

GUIDING QUESTIONS

- How does reflection impact your thinking and improve your future inquiries?
- How can we stay open-minded while questioning assumptions and biases?
- How can inquiry lead to opportunities for improvement and change?
- What role does curiosity and perseverance play within inquiry and innovation?

	Learners are expected to ...					
IS 1.3	analyse and interpret the results of their inquiry.					
	Remembering	**Understanding**	**Applying**	**Analysing**	**Evaluating**	**Creating**

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. identify connections and patterns with information gathered;

b. draw valid conclusions based on observations and evidence gathered through research;

c. suggest worthwhile improvements to an answer, solution or design; and

d. identify new questions or problems that arise from what was learned.

	Citizenship	✓	**Critical Thinking**		**Personal-Career Development**	**Essential Graduation Competencies**
✓	**Communication**		**Technological Fluency**	✓	**Creativity and Innovation**	

ELABORATIONS

General Elaboration

In this outcome, learners synthesize information to deepen their individual perspectives, create new questions and draw conclusions. Students should be able to recognize relationships and recurring themes within the information they collect. This involves comparing and contrasting data points, identifying trends, making connections across different disciplines of study and understanding how different pieces of information interact. Recognizing these patterns is crucial for deeper comprehension and application of knowledge.

Big Idea

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Analysing and interpreting the results of our inquiry can lead us to new ideas and new questions.

Students should develop the ability to synthesize information and derive logical conclusions that are directly supported by their observations and collected evidence. This means evaluating the reliability and significance of the data, and avoiding assumptions that are not supported by the evidence. The term “valid conclusions” emphasizes the importance of drawing reasonable conclusions which should align with and be supported by the observations and evidence gathered.

IS1.3

Students will also learn to critically evaluate their answers, solutions, or designs to identify areas for enhancement. This involves reflective thinking and a willingness to revise their work for better outcomes. For example, if students design a simple water filter, they might test it and find that it does not remove all impurities. A worthwhile improvement could be adding an additional filtering layer or changing the materials used. The goal is for students to demonstrate problem-solving skills and iterative thinking by suggesting practical and effective improvements.

Students will also be encouraged to continuously engage in inquiry by identifying new questions or problems that emerge from their learning experiences. This extends their understanding and fosters a mindset of curiosity and exploration.

GUIDING QUESTIONS

- How does reflection impact your thinking and improve your future inquiries?
- How can we stay open-minded while questioning assumptions and biases?
- How can inquiry lead to opportunities for improvement and change?
- What role does curiosity and perseverance play within inquiry and innovation?

IS 1.4	*Learners are expected to ...*
	effectively communicate the results of their inquiry.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. communicate questions, ideas and intentions while conducting explorations;

b. effectively communicate important findings; and

c. reflect on new learning and changes in prior learning that result from the inquiry.

	Citizenship	✓	**Critical Thinking**	**Personal-Career Development**	**Essential Graduation Competencies**
✓	**Communication**	✓	**Technological Fluency**	**Creativity and Innovation**	

ELABORATIONS

General Elaboration

Students should express their thoughts, inquiries, and objectives clearly as they communicate the results of their inquiry. This involves sharing their questions, ideas with peers, and explaining their intentions behind their explorations. Effective communication ensures that others understand their objectives and can provide relevant feedback or assistance when needed. Communicating important findings may take the form of lists, notes in point form, sentences, charts, graphs, elements of art and design, technology and/or written/oral language. They may include oral presentations, written reports or visual aids. Introduction and exposure to a variety of media will allow students to make informed decisions on the media that will best represent their understandings.

Big Idea

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Communicating our learning effectively includes sharing new questions and ideas and reflecting on how our understanding has changed.

IS1.4

Students should engage in thoughtful reflection on the insights gained from their learning experiences and how these insights have influenced their understanding. Reflecting on changes in prior learning promotes metacognitive awareness and encourages students to actively construct and revise their understanding of the world around them. Part of this process includes:

- Recording misconceptions before, during and after learning
- Identifying prior understanding that was correct and what new information was learned
- Prior beliefs that have changed after new learning

GUIDING QUESTIONS

- How does reflection impact your thinking and improve your future inquiries?
- How can we stay open-minded while questioning assumptions and biases?
- How can inquiry lead to opportunities for improvement and change?
- What role does curiosity and perseverance play within inquiry and innovation?

DK 1.1	*Learners are expected to ...*
	demonstrate an understanding of the important structures and healthy function of major body systems.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. describe the basic structure of the major body systems;

b. describe the most important function of the major body systems;

c. explain an important relationship between two or more body systems in maintaining good health; and

d. decode the important messages sent by vital body signs.

	Citizenship	✓	Critical Thinking	Personal-Career Development	Essential Graduation Competencies
✓	Communication	✓	Technological Fluency	Creativity and Innovation	

ELABORATIONS

Students will understand the body has organs and systems that function together to help humans and other animals meet their basic needs. Students should have the opportunity to explore major internal organs through the use of models and simulations, and know where they are located in the body. The major body systems and their important functions include:

Big Idea

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When our body systems team up and work together properly, we can stay healthy and strong.

- Circulatory (flow of blood, oxygen, and nutrients throughout the entire body);
- Respiratory (provide oxygen to, and remove waste gases from, the body);
- Digestive (processing of food);
- Excretory (elimination of waste);
- Skeletal (body form and support);
- Muscular (body stability and movement); and
- Nervous (communication between and coordination of all the body systems).

Examples of relationships between two or more body systems include the skeletal and muscular systems' collaboration in movement. Another example would include the respiratory and circulatory systems' collaboration in oxygen transport.

The relationship between body systems should extend beyond discussion and research into an active inquiry-oriented approach. For example, students could investigate the factors (e.g. exercise) that can affect vital body signs. They can then communicate the interdependence of body systems (e.g. muscular, skeletal, respiratory, circulatory) using models, diagrams, and/or animations.

Examples of vital body signs that can be used include:

- temperature
- respiratory rate
- pulse
- heart rate

It is not enough for students to simply be able to draw or label diagrams of the various systems—they need to be involved in investigating the factors that affect them.

GUIDING QUESTIONS

- How do changes in one part of a system affect the whole?
- How can we design, adapt, or nurture systems to be more sustainable and supportive of a good life?
- In what ways might our choices impact the balance of natural or human-made systems?
- Which important ideas from science and technology can make my life better?

DK 1.2	*Learners are expected to ...* evaluate the impact of climate change on the environment and associated species, and possible solutions.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. describe daily weather based on relevant indicators;

b. describe the forecasting methods used by science, Indigenous Knowledge Keepers, and local folklore (weather lore);

c. describe the difference between weather and climate;

d. evaluate the most significant effects of climate change on the weather and the physical environment;

e. evaluate the most significant effects of climate change on species and habitat; and

f. recommend feasible ideas to effectively mitigate and adapt to the impact of human activities on climate change.

✓ Citizenship	✓ Critical Thinking	✓ Personal-Career Development	**Essential Graduation Competencies**
✓ Communication	✓ Technological Fluency	✓ Creativity and Innovation	

ELABORATIONS

Weather is an important aspect of daily life. Students should be provided with opportunities to realize that daily weather conditions are not the result of random occurrences, but rather are part of larger systems and patterns that have emerged over time (climate). Weather can be predicted on both a short-term and seasonal basis based on climate data.

Big Idea

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Understanding weather, climate, and climate change helps us make informed choices to protect our planet.

Weather refers to short-term conditions of the atmosphere that we observe/feel at a particular location. Common indicators to describe weather includes:

- temperature
- air pressure (aka atmospheric or barometric pressure)
- wind speed
- precipitation (rainfall)
- type of cloud cover

Climate refers to the pattern of weather for an area that has emerged over a long time. For example, we have a cold and wet climate in PEI during the spring with a warmer and dryer climate during the summer. The climate tends to be cool and windy in the fall and cold during the winter with snowfall.

The weather tells us the current condition (temperature, wind speed, air pressure, precipitation) and climate tells us what to expect for weather conditions based on historical data. A good way to look at the difference between weather and climate is "What you are wearing today is reflective of the weather. The clothing in your closet is reflective of the climate".

Forecasting methods use meteorological data (e.g. cloud cover, air pressure). Indigenous Knowledge Keepers have various ways to forecast weather which can be explored using the text Mi'kmaw Moons, by Cathy Jean LeBlanc and David Chapman. Local folklore has also provided traditional methods of weather forecasting. Commons sayings related to folklore include "red sky at night, sailors delight; red sky in morning sailors take warning " or "When dew is on the grass, rain will never come to pass." Numerous examples can be found online.

Climate change, caused by global warming from human-generated greenhouse gas emissions, particularly CO_2, results mainly from burning fossil fuels. This impacts the environment negatively, leading to habitat loss, biodiversity loss, crop destruction, sea-level rise, more severe storms, flooding, and droughts. Climate change mitigation refers to the actions and efforts taken to reduce or prevent the long-term effects of climate change. It involves making choices and changes in how we use energy, resources, and land to limit the amount of greenhouse gases released into the atmosphere. Students can propose feasible ideas to effectively mitigate the impact of human activities on climate change by exploring ways to reduce greenhouse gas emissions such as using green energy, regulating emissions, and reducing pollution. Climate adaptation refers to the actions that we can take to adjust to a changing climate. Strategies include habitat protection techniques, planting alternate crops, and weather-ready homes/classrooms to prepare for a weather events.

GUIDING QUESTIONS

- How do changes in one part of a system affect the whole?
- How can we design, adapt, or nurture systems to be more sustainable and supportive of a good life?
- In what ways might our choices impact the balance of natural or human-made systems?
- Which important ideas from science and technology can make my life better?

DK 1.3	*Learners are expected to ..*
	demonstrate an understanding of how the properties and changes in materials influence our daily lives.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. describe materials and their function using their unique physical properties (e.g., state, texture, hardness, colour, buoyancy);

b. conduct simple experiments/tests to determine if the change in a material is physical or chemical;

c. determine important ways in which materials can be transformed through physical change to assist in daily life and improve the world around us;

d. describe important ways in which chemical changes can be used to assist in daily life and improve the world around; and

e. use the engineering design process and knowledge of physical changes to construct a useful prototype of a device that would help our daily lives.

✓ **Citizenship**	✓ **Critical Thinking**	✓ **Personal-Career Development**	**Essential Graduation Competencies**
✓ **Communication**	✓ **Technological Fluency**	✓ **Creativity and Innovation**	

DK1.3

ELABORATIONS

Materials around us have properties that influence how we use them in specific ways. By studying materials used in various applications, students will understand properties such as solubility, hardness, and buoyancy. They learn the significance of these properties to particular uses and how substances can change through reactions to display new properties.

Examples of the significance of physical properties to particular uses include:

- a sponge's texture makes it soft and absorbent.
- a hard, shiny metal spoon is durable and non-stick.
- a boat's shape allows it to float

Big Idea

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Physical and chemical changes can assist us in daily life and improve the world around us.

Physical changes are generally reversible. Physical transformations examples include: changing state of matter (solid, liquid, and gas), changing shape or form, and mixing or separating a mixture. Examples include: ice cube melting, forming a ball with clay, and mixing salt and water.

Chemical changes are not reversible by physical means. The new substance will have different properties. Examples include: rust forming on metal, reaction of baking soda in vinegar, and wood burning. Common indicators of chemical reactions include: gas forming, precipitate forming, color change, and temperature change.

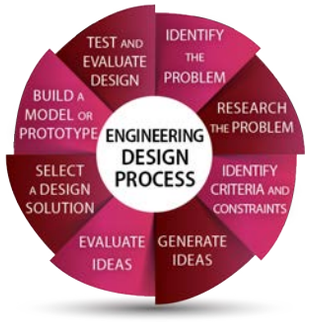
Example of physical changes to assist in daily life and improve the world around us include:

- recycling paper to create new paper products
- melting and reshaping plastics/metal
- molding and baking clay to create pottery and sculptures

Students will describe ways in which chemical changes are used to assist in daily life and improve the world around us. Some examples include:

- fermentation to produce food products (yogurt)
- producing medicines to treat illnesses
- chemical hot/cold packs

The engineering design process is a series of steps that guides us as we solve problems, however, it is not a linear process. Steps are repeated, making improvements as needed based on testing and discovery. Students can demonstrate their knowledge of physical changes by using material such as wax casting, modeling clay or paper mache to construct their prototype. This is the same process engineers use to tackle complex problems.



GUIDING QUESTIONS

- How do changes in one part of a system affect the whole?
- How can we design, adapt, or nurture systems to be more sustainable and supportive of a good life?
- In what ways might our choices impact the balance of natural or human-made systems?
- Which important ideas from science and technology can make my life better?

DK 1.4	*Learners are expected to ...*					
	contruct the prototype of a device that uses one or more simple machines.					
	Remembering	**Understanding**	**Applying**	**Analysing**	**Evaluating**	**Creating**

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. determine the important ways in which traditional technologies developed by diverse cultures have contributed to modern day versions of effective machines;

b. define the term force and differentiate between contact and non-contact forces;

c. identify the main purpose and practical applications of each simple machine;

d. evaluate the effectiveness of a simple machine in performing a specific everyday task; and

e. design and test a prototype of a device involving one or more simple machines, using an engineering design process.

	Citizenship	✓	**Critical Thinking**		**Personal-Career Development**	**Essential Graduation Competencies**
	Communication	✓	**Technological Fluency**	✓	**Creativity and Innovation**	

ELABORATIONS

Simple machines are devices that are designed to accomplish tasks with less effort. They are used in many aspects of life, and students should become familiar with their design and their advantages.

Students will explore how traditional technologies from diverse cultures have influenced modern-day machines. For example, they might learn how ancient Egyptian knowledge of levers contributed to modern construction cranes, how the wheel and axle, developed by ancient Mesopotamian cultures, is still used in vehicles today or how Romans constructed an aqueduct (a bridge to carry water) that still stands today.

The following are examples of simple machines, their purpose, and a practical application.

Big Idea

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Simple machines enhance our lives in many ways.

Lever

- Purpose: used to lift or move heavy objects with less effort.
- Practical Applications: seesaws, crowbars, and wheelbarrows.

Pulley

- Purpose: used to lift or lower objects by changing the direction of the force needed.
- Practical Applications: flagpoles, blinds, and elevators.

Inclined Plane

- Purpose: used to reduce the amount of force needed to lift an object by increasing the distance over which the force is applied.
- Practical Applications: ramps, stairs, and slides.

Wedge

- Purpose: used to split, lift, or hold objects in place.
- Practical Applications: knives, axes, and doorstops.

Screw

- Purpose: used to hold objects together or to lift objects by turning.
- Practical Applications: screws, bolts, and jar lids.

Wheel and Axle

- Purpose: A wheel and axle are used to reduce friction and make it easier to move objects.
- Practical Applications: wheels on carts, gears, and doorknobs.

Elaborations continue on the following page...

GUIDING QUESTIONS

- How do changes in one part of a system affect the whole?
- How can we design, adapt, or nurture systems to be more sustainable and supportive of a good life?
- In what ways might our choices impact the balance of natural or human-made systems?
- Which important ideas from science and technology can make my life better?

ELABORATIONS

Evaluating the most effective simple machines for a specific everyday task, means that students will need to understand how each type of simple machine works and its practical uses. For example, if students are tasked with moving a heavy box from one side of the room to the other, they can evaluate the most effective simple machine for this task by comparing using a lever, like a seesaw, with using a wheel and axle, such as a dolly.

Big Idea

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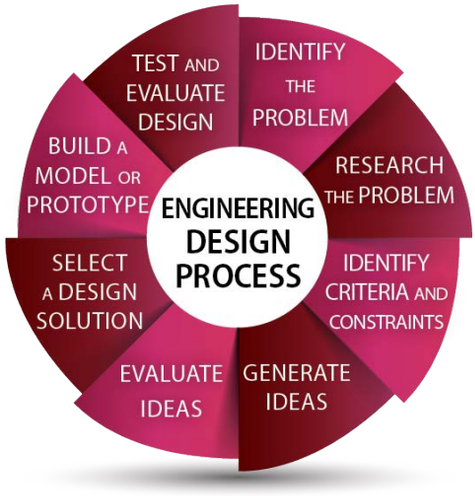
Simple machines enhance our lives in many ways.

Students will use the engineering design process to create and test a simple machine for a specific task. For example, they might design and build a lever to lift a heavy object or a pulley system to raise a flag. Alternatively they may build a device that uses a combination of simple machines such as a gravity powered car. An engineering design process is a series of steps that guides us as we solve problems, however, it is not a linear process. Steps are repeated, making improvements as needed based on testing and discovery. The following image can be used as a visual representation of the process.



GUIDING QUESTIONS

- How do changes in one part of a system affect the whole?
- How can we design, adapt, or nurture systems to be more sustainable and supportive of a good life?
- In what ways might our choices impact the balance of natural or human-made systems?
- Which important ideas from science and technology can make my life better?

DK 1.5	*Learners are expected to ...*					
	design an experiment pertaining to core content and topics of interest.					
	Remembering	**Understanding**	**Applying**	**Analysing**	**Evaluating**	**Creating**

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. initiate and plan an investigation;

b. perform an investigation and record observations;

c. analyse and interpret data; and

d. communicate the results of an investigation.

	Citizenship	✓	**Critical Thinking**		**Personal-Career Development**	**Essential Graduation Competencies**
✓	**Communication**	✓	**Technological Fluency**	✓	**Creativity and Innovation**	

ELABORATIONS

General Elaboration

Initiate and plan an Investigation

- propose testable questions to investigate and practical problems to solve
- identify and control major variables in their investigations
- plan a set of steps to solve a practical problem and carry out a fair test of a science-related idea
- state a hypothesis and a prediction based on an observed pattern of events
- identify appropriate tools, instruments, and materials to complete their investigations

Perform an investigation and record observations

- carry out procedures, measuring and controlling major variables
- select and use tools and apparatus in a manner that ensures accuracy, personal safety and the safety of others
- make thoughtful observations and collect relevant information
- record observations using a single word, notes in point form, sentences, and simple diagrams and charts

Analyse and Interpret data

- compile and display data, by hand or by computer, in a variety of formats including frequency tallies, tables, and bar graphs
- identify and suggest explanations for patterns and discrepancies in data and identify new questions or problems that arise from what was learned
- draw a conclusion, based on evidence gathered through research and observation, that answers an initial question
- suggest improvements to a design or constructed object

Communicate the results of an investigation - links to Inquiry Skills SCOs

Big Idea

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By carefully following the best methods and procedures, we can perform meaningful experiments that help us to explore knowledge and topics that captivate our curiosity.

DK1.5

GUIDING QUESTIONS

- How do changes in one part of a system affect the whole?
- How can we design, adapt, or nurture systems to be more sustainable and supportive of a good life?
- In what ways might our choices impact the balance of natural or human-made systems?
- How do the resources that I use make my life better?

	Learners are expected to ...					
DK 2.1	demonstrate an understanding of how the features of various physical regions of Atlantic Canada can inform ways of living on the land.					
	Remembering	**Understanding**	**Applying**	**Analysing**	**Evaluating**	**Creating**

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. identify the various geographic features of Atlantic Canada using a map;

b. describe the most important geographic features that influenced ways of living on the land; and

c. use map components (legend/key, symbols, labels, borders) to create a map of their community that represents the most important features of their community that inform ways of living on the land.

	Citizenship	✓ **Critical Thinking**	**Personal-Career Development**	**Essential Graduation Competencies**
✓	**Communication**	**Technological Fluency**	**Creativity and Innovation**	

ELABORATIONS

This outcome focuses on helping students explore how the physical geography of Atlantic Canada influences the way people live in the region. Students will learn how geography shapes human activity, settlement patterns, and economic development by investigating landforms, climate, water bodies, and natural resources. The goal is to foster a connection between the land and the daily lives of its inhabitants.

Big Idea

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Maps reveal important distinguishing physical features that can inform ways about living on the land.

This outcome is designed to guide students in:

- **Exploring Physical Features:** Students will explore the key physical geography of Atlantic Canada, such as its coastal areas, forests, mountains, and rivers. This understanding will provide learners with the context to understand why people live in certain areas, rely on specific resources, and adapt to the local environment.
- **Connecting Geography to Ways of Life:** Students will examine how the geography of Atlantic Canada impacts the way people live. For example, they will learn how the coastline influences fishing communities, how forests support logging industries, or how the climate affects farming practices in different areas.
- **Understanding Regional Diversity:** Students will recognize that each area of Atlantic Canada has unique geographical features that shape local lifestyles and economies. They will see how people in different parts of the region have adapted to their surroundings.

This outcome is essential for learners to develop an appreciation of how geography shapes human life. It connects geographic knowledge to real-world applications and encourages students to think critically about how humans and the environment are interconnected. Understanding how geography influences ways of living builds a foundation for deeper inquiry into broader themes such as environmental sustainability and cultural diversity.

Teachers should encourage inquiry by:

- Asking questions like, “How does the physical geography of this area influence the kinds of work people do here?” or “Why do certain activities, like fishing or farming, thrive in specific regions?”
- Using activities such as mapping the physical regions of Atlantic Canada, creating models of local landscapes, or researching how geography affects daily life in different communities.
- Facilitating group discussions or projects where students compare the ways of life in different physical regions of Atlantic Canada based on their geographical features.

By the end of this outcome, students will understand how geography shapes the lives of people in Atlantic Canada, giving them a more holistic view of the region’s culture, economy, and environment.

GUIDING QUESTIONS

- What important lessons can we learn from Mi’kmaq people that can help us live in a good way with others?
- How might Indigenous storytelling and ways of knowing inform us of living in a good way?
- In what ways do traditional Mi’kmaq decision-making practices reflect their cultural values and connection to community and environment?
- How do cultural interactions strengthen identity and resilience over time?

DK 2.2	*Learners are expected to ...*
	describe the Mi'kmaq connection to the land and its influence on their lifestyle.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. identify the physical features in Mi'kma'ki that provided the greatest benefits and those that posed the greatest challenges for the Mi'kmaq Peoples;

b. describe how the natural world influenced the lives of the Mi'kmaq People using meaningful traditional stories or artifacts; and

c. describe ways in which the Mi'kmaq relationship to the land can inform sustainable practices in Canada.

✓ **Citizenship**	✓ **Critical Thinking**	✓ **Personal-Career Development**	**Essential Graduation Competencies**
Communication	**Technological Fluency**	**Creativity and Innovation**	

ELABORATIONS

The Mi'kmaq have always had a deep connection to the land, and that relationship continues to shape their way of life. This outcome emphasizes the importance of land to Mi'kmaw identity, survival, and culture. It also encourages students to recognize that Mi'kma'ki is not just a place; it is part of a living relationship that guides beliefs, values, decisions, and daily life.

Big Idea

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The Mi'kmaq People's special relationship with the land influenced their way of life.

This outcome is designed to guide students in:

- **Exploring the Mi'kmaq Worldview:** The Mi'kmaq respect the land as sacred and interconnected with all living things. The land is not something to be owned but something to live with and care for. Students will come to understand how this worldview influences the Mi'kmaq relationship with nature, animals, and the seasons. This can be supported by traditional stories (e.g. *Mi'kmaw Moons*, *Mi'kmaq Campfire Stories of Prince Edward Island*).
- **Understanding How the Land Shaped Daily Life:** The geography of Mi'kma'ki influenced where the Mi'kmaq lived, the homes they built, the food they gathered or hunted, and the tools they used. For example, students might learn about how birch bark was used for making canoes or how seasonal movements followed patterns of hunting, fishing, and harvesting. These practices show how Mi'kmaq life was closely tied to nature and the rhythms of the land.
- **Recognizing the Importance of Place:** Students will explore specific places that are important to the Mi'kmaq, such as rivers, forests, and coastal areas. They will consider how these places supported Mi'kmaw communities and remain meaningful today. The physical features of place provided both benefits (e.g. food, shelter, natural resources, transportation, medicine, clothing, tools) and challenges (e.g. climate, arable land, seasonal food sources, seasonal transportation).
- **Making Connections to Culture and Tradition:** Students will learn that the land influences Mi'kmaq stories, songs, ceremonies, and language. These cultural practices reflect the respect for the land and show how deeply it is woven into identity and tradition. Students will see that the Mi'kmaq connection to the land is not only historical but continues today.

Teachers can support learning by:

- Asking students to compare how different environments shape different ways of life.
- Encouraging questions such as, "Why did the Mi'kmaq live near water?" or "How did they know where to find food during each season?"
- Using primary sources like oral histories, stories, and videos from Mi'kmaw knowledge keepers.
- Providing opportunities for students to explore maps of traditional Mi'kma'ki, local landmarks, or visit community sites when possible.

GUIDING QUESTIONS

- What important lessons can we learn from Mi'kmaq people that can help us live in a good way with others?
- How might Indigenous storytelling and ways of knowing inform us of living in a good way?
- In what ways do traditional Mi'kmaq decision-making practices reflect their cultural values and connection to community and environment?
- How do cultural interactions strengthen identity and resilience over time?

DK 2.3	*Learners are expected to ...*
	describe the decision making practices of the Mi'kmaq Peoples.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. describe the important roles within the Mi'kmaq community social structure that influenced decision making practices; and

b. describe what made the decision making process of the Mi'kmaq Peoples effective for meeting their needs and wants.

✓ **Citizenship**	✓ **Critical Thinking**	✓ **Personal-Career Development**	**Essential Graduation Competencies**
✓ **Communication**	**Technological Fluency**	**Creativity and Innovation**	

ELABORATIONS

This outcome introduces students to the Mi'kmaq ways of governance, leadership, and consensus-building. The focus is on recognizing that Indigenous systems of decision-making are rooted in relationships, respect, and responsibilities to the land, the people, and the Creator. This understanding supports a broader goal of learning about Indigenous perspectives, values, and systems as distinct and valid knowledge systems.

Big Idea

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The decision making practices of the Mi'kmaq Peoples can teach us about the significance of social structures, harmony and unity in shaping daily lives.

This outcome is designed to guide students in:

- **Understanding Traditional Governance Structures:** Students will explore the traditional roles of leaders such as the Saqamaw (chief), elders, and other respected community members. They will learn that decisions were often made through consensus, with input from many voices and with a focus on what was best for the entire community and consideration for future generations.
- **Recognizing the Role of Clans and Councils:** Students will learn about the role of family clans and the Grand Council (Santé Mawiómi), which brought together representatives from the seven different districts of Mi'kma'ki. They will understand that the Mi'kmaq Nation had a complex and organized political structure that was highly democratic and based on mutual respect.
- **Appreciating Community-Based Decision-Making:** Students will discuss how decision-making was grounded in listening, discussion, and reflection. They will learn that Mi'kmaq decision-making placed high value on collective wisdom and harmony rather than individual power.
- **Making Connections to Land and Values:** Students will consider how decision-making was connected to the land and cultural values such as stewardship, balance, and interdependence. They will reflect on how these principles shaped how the Mi'kmaq approached leadership, conflict resolution, and everyday choices.
- **Exploring Continuity and Change:** Students will compare traditional decision-making practices with how decisions are made in Mi'kmaq communities today. This may include examining how traditional governance works alongside elected band councils or how cultural teachings continue to influence leadership and community life.

Teachers can support inquiry-based learning by:

- Encouraging students to ask questions like, "How were decisions made if people didn't agree?" or "Why is listening an important leadership skill?"
- Supporting students in creating visual representations (e.g., charts, drawings, skits) to show how Mi'kmaq decision-making worked.
- Making space for discussions about how students make decisions in their own lives and how they can learn from the Mi'kmaq approach.

GUIDING QUESTIONS

- What important lessons can we learn from Mi'kmaq people that can help us live in a good way with others?
- How might Indigenous storytelling and ways of knowing inform us of living in a good way?
- In what ways do traditional Mi'kmaq decision-making practices reflect their cultural values and connection to community and environment?
- How do cultural interactions strengthen identity and resilience over time?

DK 2.4	*Learners are expected to ...*
	describe the impacts of the interactions among the British, French and Mi'kmaq people.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. identify the significant factors influencing the location settlements of British and French settlers in Mi'kma'ki;

b. describe the most important reasons the British and French had for interacting with Mi'kmaq Peoples; and

c. describe the most significant benefits and most harmful impacts of the relationships developed between British and French settlers and Mi'kmaq people.

✓ Citizenship	✓ Critical Thinking	Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

DK2.4

ELABORATIONS

This outcome is designed to guide students in:

- Recognizing Who Was Involved: The British and French colonial presence in Mi'kma'ki and how the Mi'kmaq played an active role in responding to both groups. Students will identify each group's goals, and reasons for their interactions.
- Understanding Types of Interactions: The British, French, and Mi'kmaq interacted through trade, alliances, conflicts, and treaty negotiations.
- Exploring Impacts on the Mi'kmaq: Colonization affected the Mi'kmaq, including changes to land use, population, culture, and autonomy. Benefits of interactions with the early settlers included profitable trade relations for goods such as food, cloth, iron tools and weapons from the French. Some of the harmful impacts included Mi'kmaq loss of traditional lands that had been taken over by settlers. Mi'kmaq Peoples were forced to live on small areas of land legally known as reservations or reserves that did not meet their needs. Transmission of European diseases such as smallpox and influenza were also very harmful to the Mi'kmaq population.

Big Idea

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Through the interactions between the British, French and Mi'kmaq Peoples, we can learn the importance of understanding and respecting the value of the perspectives of the Mi'kmaq Peoples.

- Considering Impacts on the British and French: The British and French benefited from trade and territorial gains. Factors influencing the location of settlements of British and French settlers in Mi'kma'ki included availability of rich, fertile soil for growing crops, access to fish, animals to harvest furs, and resources to build boats. Mi'kmaq also taught the early French settlers about hunting and fishing to make canoes, clothing and footwear from fur and skin. Early settlers chose locations where geographic features made it easier to live, such as coves with sheltered harbors and protection from harsh weather.
- Making Connections to Today: Connecting historical interactions to present-day relationships starts to build a foundation for understanding Indigenous rights and Reconciliation efforts today.

This outcome supports students in thinking critically about power, fairness, and relationships between cultures. It prepares them to understand that history is not just a list of past events; it's about real people and decisions that still affect us. Teachers should help students ask thoughtful questions like, "How did each group's goals affect others?" or "What would you do in this situation?"

GUIDING QUESTIONS

- What important lessons can we learn from Mi'kmaq people that can help us live in a good way with others?
- How might Indigenous storytelling and ways of knowing inform us of living in a good way?
- In what ways do traditional Mi'kmaq decision-making practices reflect their cultural values and connection to community and environment?
- How do cultural interactions strengthen identity and resilience over time?

DK 3.1	*Learners are expected to ...*					
	design a plan for living a healthy lifestyle.					
	Remembering	**Understanding**	**Applying**	Analysing	**Evaluating**	**Creating**

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. describe important ideas from various perspectives about what a healthy lifestyle might look like;

b. evaluate the effects of various lifestyle actions on personal health and wellness;

c. decide which factors have the greatest effects on body image; and

d. design a personal healthy eating plan that reflects individual dietary needs, cultural values and teachings, and food preferences.

ELABORATIONS

This outcome focuses on how learners develop the skills to make intentional, reflective decisions that support lifelong health and well-being. It encourages learners to understand that a healthy lifestyle is not defined by perfection or rigid rules, but by ongoing, personal choices rooted in values, habits, and self-awareness.

Big Idea

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Thoughtful habits and commitments contribute to a healthy lifestyle.

Learners will explore the various dimensions of health—physical, mental, emotional, social—and how these aspects are interconnected. They will be encouraged to identify their own health-related values and to reflect on how those values influence everyday decisions, such as the food they eat, how they move their bodies, how they rest, and how they manage screen time and stress. As they consider the routines and habits that currently shape their daily lives, learners will be guided to set realistic and meaningful goals that reflect their personal needs, interests, and stage of development.

Throughout this learning experience, learners will monitor their progress and develop strategies to make adjustments when needed, recognizing that health is a dynamic and evolving process. They will examine how factors such as motivation, peer influence, culture, and media messaging can impact their ability to maintain healthy habits. In doing so, learners will begin to build a foundation of self-regulation and resilience that supports long-term wellness.

Incorporating learning from various cultures will help to provide diverse perspectives on healthy living practices around the world.

Teachers are encouraged to support this outcome through inquiry-based and experiential learning opportunities. Activities such as wellness reflections, goal-tracking journals, collaborative discussions, and local guest speakers can help learners personalize their learning and see the relevance of healthy living in their own lives. By the end of this outcome, learners should begin to see health not just as a set of tasks, but as an ongoing, thoughtful commitment to themselves and their future.

GUIDING QUESTIONS

- What personal actions, habits and strategies can you use to grow a positive relationship with yourself?
- How do the choices we make today impact our health, safety, and future opportunities?
- What does it mean to live a balanced and healthy life in a changing world?
- What responsibilities do we have to protect our own well-being and the well-being of others?

	Learners are expected to ...
DK 3.2	demonstrate knowledge of self, skills, work and financial habits that support future roles, goals and career pathways.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. determine how personal passions can be discovered and pursued through hobbies and activities;

b. describe how engaging in and contributing to family, community, hobbies, and extra-curricular activities can help imagine and prepare for future roles and career pathways;

c. rank school work habits in order of importance in relation to those needed in the workplace;

d. describe how stereotypes can limit the way we think about job options, and how they can be eliminated; and

e. reconcile job opportunities with the ability to save money to meet financial goals.

	Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
	Communication	Technological Fluency	✓ Creativity and Innovation	

ELABORATIONS

This outcome invites learners to explore their personal identity, interests, and strengths while developing practical knowledge and habits that will support their future roles in school, work, and life. It encourages learners to connect who they are today with who they hope to become.

Learners will examine a range of career pathways and the diverse skills—both academic and personal—that support success in those roles. Topics such as time management, communication, collaboration, adaptability, and financial literacy will be explored through real-world applications and learner-centered inquiry. Through self-assessments and career inventories, learners will identify how their passions and talents align with various occupations and life goals.

Big Idea

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We can prepare for different opportunities in life that bring us joy and happiness.

Financial habits such as budgeting, distinguishing needs from wants, and saving for future opportunities will be introduced with age-appropriate strategies. Learners will be encouraged to think about the role of money in shaping choices and long-term well-being. Connections will be made to how economic decisions intersect with personal values, family responsibilities, and community life.

Incorporating perspectives on work and contribution to community from various cultures will offer learners a broader understanding of what it means to live a purposeful life.

Teachers can support this outcome through activities such as vision boards, mock interviews, budgeting simulations, and guest presentations. By the end of this learning experience, learners should feel empowered to make intentional decisions about their futures, equipped with the knowledge and skills to navigate a changing world.

GUIDING QUESTIONS

- What personal actions, habits and strategies can you use to grow a positive relationship with yourself?
- How do the choices we make today impact our health, safety, and future opportunities?
- What does it mean to live a balanced and healthy life in a changing world?
- What responsibilities do we have to protect our own well-being and the well-being of others?

DK 3.3	*Learners are expected to ...*
	make thoughtful and informed choices that promote the safety of self and others.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. identify when elements of a situation are unsafe;

b. identify proactive measures that should be taken to minimize environmental health risks during school and community activities;

c. describe appropriate and safe methods for treating minor injuries that may occur while participating in activities; and

d. describe different types of cyberbullying and how to respond safely and responsibly.

✓ **Citizenship**	✓ **Critical Thinking**	✓ **Personal-Career Development**	**Essential Graduation Competencies**
Communication	✓ **Technological Fluency**	**Creativity and Innovation**	

ELABORATIONS

This outcome centers on the importance of making safe, respectful, and informed choices across various life situations, including those in a digital world. It helps learners understand that safety involves both awareness and action—rooted in knowledge, empathy, and the ability to assess risk.

Learners will explore what it means to be safe in physical, digital, social, and emotional contexts. Topics may include cyber safety, peer pressure, substance use, emergency preparedness, and establishing personal boundaries. Learners will consider how to evaluate potentially harmful situations, identify trustworthy support systems, and use assertive communication to protect themselves and others.

Big Idea

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Making thoughtful and informed choices promotes safe participation and enjoyment of activities.

Using real-life scenarios and role-play, learners will practice decision-making skills that foster responsibility and care for the community. They will be invited to reflect on their responses to pressure and conflict, and to think critically about the influence of peers, media, and social norms on their choices.

By shaping their learning around respect of self and others, learners will help each other view safety as a shared responsibility grounded in relationships and collective well-being.

Cyberbullying refers to using a device to be mean or hurtful to others. Learners should be able to describe different types of cyberbullying, some of which may include sending mean messages, being left out on purpose, pretending to be someone else online, or spreading rumours. Learners will also explore how to respond safely and responsibly, such as telling a trusted adult, using kind words online, blocking or reporting harmful behaviour, and thinking carefully before sharing things online. The goal is to build confidence in face-to-face and digital spaces and provide the skills necessary to identify cyberbullying.

Teachers should create safe spaces for discussion and inquiry, where learners can explore complex issues, ask questions, and share perspectives. Activities might include analysing safety campaigns, developing personal safety plans, or mapping community resources. By the end of this outcome, learners should feel confident in their ability to act thoughtfully and ethically to protect their own safety and that of others.

GUIDING QUESTIONS

- What personal actions, habits and strategies can you use to grow a positive relationship with yourself?
- How do the choices we make today impact our health, safety, and future opportunities?
- What does it mean to live a balanced and healthy life in a changing world?
- What responsibilities do we have to protect our own well-being and the well-being of others?

DK 3.4	*Learners are expected to ...* demonstrate health promoting skills to respond to the physical, social and emotional changes that occur during puberty.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. develop skills to respond to the physical, social and emotional changes that occur during puberty;

b. develop skills to build a positive self-image and self-esteem by appreciating the changes to their body introduced during puberty;

c. demonstrate skills to effectively manage personal hygiene during puberty;

d. demonstrate an understanding of the stages of the menstrual cycle and spermatogenesis; and

e. develop methods to seek guidance from trusted adults and medically accurate information, both online and in the community.

	Citizenship		Critical Thinking	Personal-Career Development	Essential Graduation Competencies
✓	Communication		Technological Fluency	Creativity and Innovation	

ELABORATIONS

Before teaching this sexual health outcome an information letter must be sent home to Parents/Guardians. (LEARN resource: Information Letter for Parents/ Guardians)

This outcome explores the changes that take place during puberty and supports students in developing the skills needed to navigate this time of transition with confidence and care. It encourages open, respectful conversations about body changes, emotions, identity, and relationships.

Students will learn about the biological processes of puberty and how these changes can impact their feelings, behaviours, and social interactions. (LEARN resources: Menstrual Cycle and Spermatogenesis) They will consider how to care for themselves physically and emotionally, including hygiene routines (LEARN Resource: Myths and Facts About Personal Hygiene), stress management strategies, and communication skills that help maintain healthy relationships during this time. (Learn Resource: Consent and Communication| AMAZEORG)

Through guided discussions and real-life examples, students will explore how friendships and family dynamics may shift and how to respond to these changes with empathy and self-respect. Lessons will also include understanding consent, setting boundaries, and using respectful language when discussing sensitive topics.

Incorporating learning from various cultures will help to show students that puberty is a significant step in personal and cultural identity.

Teachers should approach this outcome with sensitivity and inclusivity, using anonymous question boxes, storytelling, media, and scenario-based learning. (LEARN resources: Setting Ground Rules and Classroom Climate) Students should be encouraged to ask questions, share their experiences (if they choose), and seek support when needed. By the end of this learning experience, students should feel more equipped to navigate the physical, emotional, and social shifts of puberty in healthy, informed ways.

(For more resources to support learning about puberty please see LEARN resources: Always Changing and the supporting video Co Ed Puberty Education.)

Big Idea

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Our bodies have structures, functions and processes to create new life.

DK3.4

GUIDING QUESTIONS

- What personal actions, habits and strategies can you use to grow a positive relationship with yourself?
- How do the choices we make today impact our health, safety, and future opportunities?
- What does it mean to live a balanced and healthy life in a changing world?
- What responsibilities do we have to protect our own well-being and the well-being of others?

DK 4.1	*Learners are expected to ...*
	demonstrate an understanding of self through artmaking.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. illustrate authentic images of self reflecting key aspects of identity;

b. produce detailed images to tell a story about self in relation to others and other things;

c. express feelings and emotions through artwork; and

d. explain the most effective aspects of their artwork with others before, during and/or after the creative process.

	Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓	Communication	Technological Fluency	✓ Creativity and Innovation	

DK4.1

ELABORATIONS

General Elaboration

Students should create visual representations of themselves that authentically depict key aspects of identity which may include: name, personal characteristics, family, culture, interests and hobbies, language, achievement and goals, values and beliefs, memories, friendships and relationships.

When telling a story about self, create detailed images using The Elements of Art and Principles of Design.

The Elements of Art

Learners should continue to experience the Elements of Art from previous grade levels — line, shape, form, colour, and texture. The grade 5 focus is on **value** - how light or dark an object or area appears. It can be used to create contrast, emphasis, and/or balance.

The Principles of Design

Learners should create artwork using the Principles of Design — contrast, rhythm, repetition, variety, emphasis, proportion, balance, unity, harmony, pattern, and/or movement.

Students should develop the ability to critically evaluate their own artwork and articulate the strengths and next steps of their creative choices. This involves applying criteria that may include the Elements of Art and Principles of Design, tools and techniques, creativity, and expression to assess the effectiveness of their artwork and provide constructive feedback to peers. By engaging in reflective practice before, during, and after the creative process, students develop a deeper understanding of artistic principles and refine their skills as visual communicators.

Big Idea

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Artmaking is a powerful way to express ourselves in meaningful and significant ways.

GUIDING QUESTIONS

- How does art reflect and preserve self identity, cultural identity, heritage, and connection to the land?
- In what ways can art connect people, places, and stories across time and cultures?
- How can creative expression help us understand and shape the way we see and experience the world?
- Why is artistic expression essential to the communication of our human experience?

DK 4.2	*Learners are expected to ...*					
	create artwork to communicate messages and understandings.					
	Remembering	**Understanding**	**Applying**	**Analysing**	**Evaluating**	**Creating**

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. identify visual symbols that create meaningful messages;

b. create artwork to best express a meaningful message;

c. create artwork to express an idea about family, community, and/or environment;

d. create artwork to communicate new learnings on different topics, interests, and experiences; and

e. decode the important messages being communicated by the artist within various art forms.

✓ **Citizenship**	✓ **Critical Thinking**	**Personal-Career Development**	**Essential Graduation Competencies**
✓ **Communication**	**Technological Fluency**	✓ **Creativity and Innovation**	

DK4.2

ELABORATIONS

When communicating a meaningful message to others, create detailed images using The Elements of Art and Principles of Design.

The Elements of Art

Learners should continue to experience the Elements of Art from previous grade levels — line, shape, form, colour, and texture. The grade 5 focus is on **value** - how light or dark an object or area appears. It can be used to create contrast, emphasis, and/or balance.

The Principles of Design

Learners should create artwork using the Principles of Design — contrast, rhythm, repetition, variety, emphasis, proportion, balance, unity, harmony, pattern, and/or movement.

Big Idea

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When we create art, we can use different visual elements to share meaningful messages.

Meaningful visual messages may include advertisements, graffiti art, one-point perspective, collage, drawing, paintings, digital art, printmaking, and storyboarding. Some examples of other various forms of art may include sculpture, paintings, and illustrations in books.

Students should explore themes related to family, community, and the environment through their artwork, using visual language to convey their thoughts and emotions on these subjects. This may involve depicting scenes of family life, community events, or environmental landscapes, and exploring their personal connections and experiences within these contexts. By expressing ideas about these important topics through art, students foster empathy, understanding, and appreciation for the world around them.

Students should use art as a tool for processing and communicating new knowledge, interests, and experiences gained from various learning opportunities. This involves translating their learning into visual form, whether through illustrations, diagrams, or creative representations.

Students will develop the ability to analyse and interpret the messages conveyed by artists across different art forms, such as painting, sculpture, or photography. This may involve examining the subject matter, composition, symbolism, and style to decode the artist's intended meaning and underlying themes.

GUIDING QUESTIONS

- How does art reflect and preserve self identity, cultural identity, heritage, and connection to the land?
- In what ways can art connect people, places, and stories across time and cultures?
- How can creative expression help us understand and shape the way we see and experience the world?
- Why is artistic expression essential to the communication of our human experience?

DK 4.3	*Learners are expected to ...*
	use a variety of techniques and a diverse selection of tools and materials to create their artwork.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. identify the possibilities and limitations of materials, tools and different techniques;

b. demonstrate how color can be used to show expression; and

c. use various techniques to emphasize value in their artwork.

	Citizenship	✓	Critical Thinking		Personal-Career Development	**Essential Graduation Competencies**
✓	Communication		Technological Fluency	✓	Creativity and Innovation	

ELABORATIONS

When creating art, learners can experience how the Elements of Art and Principles of Design work together, utilizing various techniques with different tools and materials to shape their artwork.

The Elements of Art

Learners should continue to experience the Elements of Art from previous grade levels — line, shape, form, colour, and texture. The grade 5 focus is on **value** - how light or dark an object or area appears. It can be used to create contrast, emphasis, and/or balance.

The Principles of Design

Learners should create artwork using the Principles of Design — contrast, rhythm, repetition, variety, emphasis, proportion, balance, unity, harmony, pattern, and/or movement.

Big Idea

~

Different materials, tools and techniques can be used to create unique artwork and bring artistic visions to life.

Artmaking technique examples:

Collage: an art technique that involves taking items and layering various materials onto a flat surface such as a paper or canvas for other purposes and giving them new meaning. Examples of materials include photographs, newspaper clippings, fabric, and other found recycled objects and natural materials.

Sculpture: an art technique that involves creating three-dimensional artworks by shaping, carving, or assembling materials such as clay, stone, wood, metal, pipe cleaners or other substances. An example would be to create a human super figure illustrating the proportions of the body.

Graffiti: an art technique that consists of images or designs on surfaces using lettering styles with the unique use of colour. An example includes creating exaggerated proportions with lettering, colour and shape to express chosen words.

Symbols: an art technique used to communicate concepts, emotions, or cultural significance. These symbols can be objects, shapes, colors, or patterns that hold symbolic value, allowing artists to infuse their work with layers of meaning. An example includes creating emoji symbols to express self.

Op Art: an art technique creating optical illusions with lines that direct the viewer's attention, contour drawings and contrasting colours. This technique uses value and shading to control the viewer's perception of space.

One-Point Perspective Art: a technique where parallel lines converge to a single vanishing point, creating the illusion of depth and distance. This may include creating a landscape artwork.

GUIDING QUESTIONS

- How does art reflect and preserve self identity, cultural identity, heritage, and connection to the land?
- In what ways can art connect people, places, and stories across time and cultures?
- How can creative expression help us understand and shape the way we see and experience the world?
- Why is artistic expression essential to the communication of our human experience?

DK 4.4	*Learners are expected to ...*					
	create artwork representing culture, heritage and the environment.					
	Remembering	**Understanding**	**Applying**	**Analysing**	**Evaluating**	**Creating**

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. create artwork and/or crafts, inspired by their own cultural experiences and traditions as well as those of their fellow classroom learners within their global community;

b. design an educational message promoting environmental sustainability;

c. design artwork that effectively illustrates their local environment; and

d. create artwork and/or crafts inspired by Mi'kmaq stories, artifacts, music and dance.

✓ **Citizenship**	✓ **Critical Thinking**	✓ **Personal-Career Development**	**Essential Graduation Competencies**
✓ **Communication**	✓ **Technological Fluency**	✓ **Creativity and Innovation**	

ELABORATIONS

General Elaboration

Students should draw inspiration from their own and their peer's cultural background and experiences to create artwork and crafts that celebrate cultural diversity and foster cross-cultural understanding.

The Elements of Art

Learners should continue to experience the Elements of Art from previous grade levels — line, shape, form, colour, and texture. The grade 5 focus is on **value** - how light or dark an object or area appears. It can be used to create contrast, emphasis, and/or balance.

The Principles of Design

Learners should create artwork using the Principles of Design — contrast, rhythm, repetition, variety, emphasis, proportion, balance, unity, harmony, pattern, and/or movement.

Big Idea

~

Art helps us to explore, understand and appreciate the diverse perspectives, cultural contexts and connections in the world around us.

The Elements of Art

When learning about the various cultures within the classroom and community setting, many unique arts and craft making traditions can be experienced. Opportunities for learning might be inviting members of the community to share their arts and crafts making traditions. Use mentor texts (e.g. *Mi'kmaq Campfire Stories of Prince Edward Island*; *Mi'kmaw Moons: The Seasons in Mi'kma'ki*) as provocations to engage learners in creating artwork.

Students can use their artistic skills to design visually engaging educational messages that raise awareness about environmental issues and promote sustainable behaviors. This may involve creating posters, infographics, or multimedia presentations that communicate key concepts such as recycling, conservation, renewable energy, and biodiversity.

Students can be provided with opportunities to observe and explore their local environment, including natural landscapes, urban spaces, and cultural landmarks, to create artwork that captures the essence and character of their surroundings. This may involve painting, drawing, or photography to depict local scenes, landmarks, and features that hold personal significance or reflect the unique identity of their community. Using natural materials found in the local environment can encourage conversation during the art making process. Seasonal opportunities for artmaking projects could link into the impact nature and the environment have on our lives.

GUIDING QUESTIONS

- How does art reflect and preserve self identity, cultural identity, heritage, and connection to the land?
- In what ways can art connect people, places, and stories across time and cultures?
- How can creative expression help us understand and shape the way we see and experience the world?
- Why is artistic expression essential to the communication of our human experience?

DS 1.1	*Learners are expected to ...*					
	use electronic technology tools effectively					
	Remembering	**Understanding**	**Applying**	Analysing	**Evaluating**	**Creating**

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. select appropriate software to perform a variety of tasks;

b. describe how application software, systems, and hardware interact together;

c. integrate output from a variety of software to solve a problem or create a product;

d. connect a device to another device through a physical or wireless connection or to a cloud-based platform to extend the device's capabilities; and

e. use common troubleshooting strategies to solve simple hardware and software problems.

	Citizenship		**Critical Thinking**	✓	**Personal-Career Development**	**Essential Graduation Competencies**
	Communication	✓	**Technological Fluency**		**Creativity and Innovation**	

ELABORATIONS

This outcome builds on prior learning from grades 1-3 where students use electronic technology tools effectively to:

- describe the function of common physical components of computing systems (hardware);
- operate software to perform a specific task;
- use digital tools to communicate and collaborate with each other; and
- describe common problems associated with hardware and software.

Big Idea

~

Electronic devices have changed our lives providing both benefits and challenges.

Software refers to programs or applications that help users complete tasks (e.g., word processors, spreadsheets, drawing apps). Students will explore different types of software and their uses, understanding that some tools are best suited for specific tasks. They will learn to choose appropriate software, such as word processors for writing, spreadsheets for organizing data, and presentation software for sharing ideas. Example activities include comparing software features to determine which is best for an assignment, using a drawing program to create an infographic, and exploring online coding platforms to create an interactive project.

Hardware, software, and operating systems work together. A device's operating system (e.g. ChromeOS, Windows, macOS) enables software applications to function. A hardware component (e.g. keyboard, mouse, printer, speakers) supports both. Using analogies can help demonstrate the interaction among these components. For example, using a sports team analogy, the hardware would be the players and the equipment (they are needed to play the game), the software would consist of the game plan and rules (plan and rules tell the players what to do), and the operating system would be the coach (makes sure all players are working together, following a plan, and playing efficiently). Another way to show their interaction is by creating a web map. The use of analogies is an example of the computational thinking skill of abstraction (simplifying a complex problem, task, or concept). Models and simulations are other ways to use abstraction.

Students will learn how to take content (output) from one software program and use it in another to complete a task. They will practice combining output from digital tools to create products such as reports, presentations, and multimedia projects. Example activities include writing a story in a word processor, recording an audio version and combining them into a multimedia presentation, collecting survey responses in a spreadsheet and using a graphing tool to visualize results, and editing an image in a photo editor before inserting it into a report or slideshow.

A device can be connected to another device. This can be done through a wired (physical contact), or wireless (Bluetooth, Wi-Fi) connection. Some examples include connecting a mouse, a keyboard, external devices, and headphones. Devices can also be connected through a cloud-based platform. Cloud-based connections allow students to access files from multiple devices and work collaboratively.

Students should use problem-solving skills to address basic technology issues, such as a frozen screen, a missing Wi-Fi connection, or an application that will not open. They will learn simple troubleshooting steps like restarting a device, checking connections, adjusting settings, or seeking help from built-in support features.

GUIDING QUESTIONS

- What role does digital technology play in understanding the world, communicating ideas, and driving innovation?
- How can we use digital tools to think, create, and act responsibly in a connected world?
- What impact do digital tools have on us, others and the world around us?
- How can technology be used to help us think, learn, and make a difference?

DS 1.2	*Learners are expected to ...*					
	use computers to create, store, organize, and analyse data					
	Remembering	**Understanding**	**Applying**	Analysing	**Evaluating**	**Creating**

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. collect, organize, and present data in appropriate formats to support a claim or tell a story;

b. identify cause/effect and other patterns in data, charts, and/or graphs; and

c. define artificial intelligence (AI) and give real-world examples of how it personalizes the user experience.

	Citizenship	✓	**Critical Thinking**	✓	**Personal-Career Development**	**Essential Graduation Competencies**
✓	**Communication**	✓	**Technological Fluency**		**Creativity and Innovation**	

ELABORATIONS

This outcome builds on prior learning from grades 1-3 where students use computers to create, store, organize, and analyse data to:

- save, retrieve, copy, and delete files from a computing device;
- collect and present data in various visual formats;
- identify patterns in data, charts, and/or graphs; and
- identify digital tools that incorporate AI (artificial intelligence) to help people accomplish tasks.

Big Idea

~

Data can help us make smart choices.

Data refers to information that is collected and used for reference or analysis. It can be collected through numbers, words, pictures, or measurements. For example, students recording temperature, tracking how many books they read in a month, or surveying classmates about their favourite snacks are ways to collect data. The raw data may not have much meaning on its own. Students will sort, group, and organize data differently to make sense of it. An example of this would be looking at weather data. Students can sort the data by high temperatures, low temperatures, or precipitation levels. Organizing this information into graphs, charts, or tables will allow students to recognize patterns and use the information to answer questions, make decisions, or tell a story. Collecting and analysing data are computational thinking skills. When collecting data, students should consider the type of data they want to collect as either quantitative (numbers) or qualitative (e.g., words, images) and how it will be collected.

Pattern recognition is a computational thinking skill where students analyse collected data. This analysis includes reviewing data to identify and explain cause and effect, patterns, trends, or discrepancies. To identify cause and effect, students will use their data to look for how one thing (the cause) can lead to another thing (the effect). For example, if students track their sleeping habits and test scores, they may discover a cause (more sleep) and an effect (better test scores). This cause and effect can be seen in charts, graphs, or tables (representing data). Interpreting data in familiar contexts will help build confidence in reading graphs, making logical conclusions, and using evidence to support a claim. Identifying cause and effect and other patterns in data will be helpful in situations such as participating in the Provincial Science Fair.

Artificial intelligence (AI) is a technology that makes pattern-based decisions. Many students interact with AI daily without realizing it, using software applications such as word processors (autocorrect), search engines (autocomplete), and streaming platforms (tailor content) that make recommendations based on user experiences.

GUIDING QUESTIONS

- What role does digital technology play in understanding the world, communicating ideas, and driving innovation?
- How can we use digital tools to think, create, and act responsibly in a connected world?
- What impact do digital tools have on us, others and the world around us?
- How can technology be used to help us think, learn, and make a difference?

DS 1.3	*Learners are expected to ...*
	demonstrate an understanding of digital security and ethical digital citizenship.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. describe the importance of protecting their digital privacy on devices and managing their personal data and security while online;

b. use strategies to protect their personal data and identity online;

c. identify how digital technologies might improve or impair physical and mental health;

d. apply basic copyright principles when using public domain or creative commons material (e.g. identify creators, locate creative commons resources, properly credit the source); and

e. explain why computing devices must be disposed of in an environmentally safe and responsible way.

✓ **Citizenship**	✓ **Critical Thinking**	✓ **Personal-Career Development**	**Essential Graduation Competencies**
Communication	✓ **Technological Fluency**	**Creativity and Innovation**	

ELABORATIONS

This outcome builds on prior learning from grades 1-3 where students demonstrate an understanding of digital security and ethical digital citizenship by:

- defining cybersecurity and the importance of creating safe passwords using effective criteria; and
- using digital tools to interact respectfully and responsibly

Big Idea

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There are responsible ways we can use technology to be safe and be good digital citizens.

Digital security and citizenship involve understanding how to stay safe online, protect personal information, and use digital resources responsibly. Protecting digital privacy involves safeguarding personal information (e.g., names, addresses, passwords) from unauthorized access. Using strong passwords, avoiding sharing private details, and recognizing online risks like phishing scams are ways to protect identity online. Managing personal data means understanding what information websites and applications collect and when to deny access. Strategies to protect personal data include logging out of shared devices and avoiding suspicious links. It is important to think before posting, as digital footprints are permanent.

Digital technologies can improve and impair physical and mental health. Positive effects include access to learning resources, communication tools, and health apps that support well-being. Digital platforms can promote social connections, collaboration, and emotional expression. However, excessive screen time can contribute to eye strain, poor posture, reduced physical activity, and stress. Overuse of social media may also impact self-esteem, increase anxiety, impact peer relationships, and cause addiction. Encouraging technology breaks, setting screen time limits, and promoting digital mindfulness can assist in developing healthy digital habits while maintaining positive social-emotional well-being.

Applying copyright principles ensures students respect creators' rights when using digital content. Copyright protects original work. Creative Commons is a user-friendly copyright framework that enables creators to license their work, permitting others to use it under specified guidelines. At this stage, it is important that students can distinguish their work from what is taken from an external source. Informal credit can be given by inserting a copy-pasted URL link adjacent to the creator's content (text, audio, video, image).

Responsible disposal of computing devices is essential for environmental sustainability. Electronic waste contains harmful materials that can pollute the environment if not properly recycled. Students should learn about the quantity of waste generated by technology, e-waste recycling programs, and donation options to reduce waste.

GUIDING QUESTIONS

- What role does digital technology play in understanding the world, communicating ideas, and driving innovation?
- How can we use digital tools to think, create, and act responsibly in a connected world?
- What impact do digital tools have on us, others and the world around us?
- How can technology be used to help us think, learn, and make a difference?

DS 1.4	*Learners are expected to ...*					
	create a simple computer program					
	Remembering	**Understanding**	**Applying**	**Analysing**	**Evaluating**	**Creating**

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. create and interpret programs that include sequences, loops, and conditionals;

b. remix existing code to change behaviour or perform a different task; and

c. test and debug (identify and fix errors) an algorithm or program to ensure it runs as intended.

	Citizenship	✓	**Critical Thinking**		**Personal-Career Development**	**Essential Graduation Competencies**
	Communication	✓	**Technological Fluency**	✓	**Creativity and Innovation**	

ELABORATIONS

This outcome builds on prior learning from grades 1-3 where students use computers to create a simple computer program to:

- create and follow simple algorithms to complete tasks (e.g., flowcharts, storyboarding, pseudocode);
- break down large problems into smaller, manageable tasks (decomposition) to solve them step by step;
- create programs that include sequences and loops; and
- identify and fix simple errors in an algorithm or program (debugging).

Big Idea

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We can work with code to create amazing things.

Programming or writing code to create a computer program requires using a programming language that can be run by a machine. At this stage, students are expected to use block programming, a form of visual programming where students can drag and drop puzzle-like blocks of code to develop a fundamental understanding of programming concepts. It is important that students can read and create programs, identifying sequences, loops, and conditionals in code.

One method of teaching programming is following the PRIMM Model. The PRIMM Model allows students to follow five stages (Predict, Run, Investigate, Modify, Make) as a means to develop programming skills. During the prediction stage, students look at a completed program and make predictions on what the program will do. After predictions, students will run the program and compare their predictions. Next, students investigate the code. Investigating the code could involve adding comments or labelling the different components (loops, conditionals). During the modify stage, students will alter a part of the program. These modifications can be simple (e.g., instead of repeating 10 times, it will repeat 5 times, instead of an LED blinking, a set of LEDS will create a letter). This stage offers a lot of opportunities to strengthen their understanding of different parts of the programming. The final stage, make, allows students to develop a program independently, applying skills developed in their first four stages. During the make stage, students may borrow parts of an existing program to complete a task.

Remixing (an alternate name for the modify stage in PRIMM) involves altering sections of code in a program to observe the change in behaviour (output). Through this remixing, students will learn the cause-effect relationship between behaviour and changes in sequences, conditionals and loops. Therefore, remixing code can serve two important purposes - as a way to efficiently learn coding and as a way to modify program behaviour.

A sequence refers to an ordered set of steps required to complete a task. An example of a sequence could be demonstrated using a block coding program to tell a story where students create a short animation where characters follow a logical sequence of events.

A loop refers to a coding block that repeats a set of instructions multiple times. Using a loop instead of writing the same code multiple times reduces the chances of error in code. An example of a loop that students may use is the “forever” loop. An example of a forever loop is to make a character walk continuously. Another example of a loop could be “repeat 10 times,” where students may have a LED blink ten times.

A conditional refers to a coding block that helps the program make decisions based on certain conditions. The coding block will check if the condition is true or false and decide what to do next. For example, a conditional may be an “if-then” block. If the character is clicked, then it will say “Hello!” Another example of a conditional could include using an “if-then-else” block to turn on a LED if A button is pressed, and to turn off a LED if A button is not pressed.

Debugging is a computational thinking skill that includes running the program, identifying the problem (describing what is wrong), checking the code, changing one thing at a time, and testing again. The debugging process should be repeated until the program works as intended.

GUIDING QUESTIONS

- What role does digital technology play in understanding the world, communicating ideas, and driving innovation?
- How can we use digital tools to think, create, and act responsibly in a connected world?
- What impact do digital tools have on us, others and the world around us?
- How can technology be used to help us think, learn, and make a difference?

SEL 1.1	*Learners are expected to ...*
	apply skills that help to identify and regulate emotions, thoughts and behaviour.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. demonstrate an understanding of the meaningful ways in which traditional Mi'kmaq practices can support our emotions;

b. recognize and label a range emotions;

c. decode the emotions associated with various physical reactions;

d. describe situations and interactions that are most likely to trigger a positive or negative emotional response; and

e. demonstrate the most effective and appropriate strategies for reducing and dealing with emotional stress.

							Essential Graduation Competencies
	Citizenship	✓	Critical Thinking	✓	Personal-Career Development		
✓	Communication		Technological Fluency		Creativity and Innovation		

ELABORATIONS

In recognizing and labeling a range of emotions, students can refer to the Feelings Wheel as a visual aid to pinpoint and articulate their emotions accurately. (LEARN resources: How do I Express Myself and The Feelings Wheel)

Some examples of decoding emotions with physical reactions: racing heart and sweaty palms could signify nervousness or anxiety, while a warm and content feeling could indicate happiness.

Ways in which we can help our bodies deal with stress include: deep breathing, talking to a friend or trusted adult, and physical exercise.

Big Idea

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Our emotions, thoughts and behaviour can help us to live a good life.

Traditional Mi'kmaq practices:

- **Storytelling**: This is an important practice for the Mi'kmaq, as a way for Elders who hold great knowledge and wisdom to hand down important lessons.
- **Sharing circle**: A sharing circle is a traditional Indigenous gathering and communication practice. Within the circle, participants take turns speaking, often holding a talking stick or another object that symbolizes their turn to share. The person holding the talking stick has the sole right to speak, while others in the circle listen attentively without interrupting. This practice ensures that each individual has a chance to share their thoughts, perspectives, feelings or experiences without fear of being talked over or judged. The sharing circle reinforces values of respect, unity, and the importance of collective wisdom and support with regulation.

GUIDING QUESTIONS

- How do our emotions, thoughts, and actions influence the quality of our lives and relationships?
- How can we best promote positive connections with others to create a supportive community?
- How do our personal choices shape the well-being of ourselves and those around us?
- What wise teachings might Elders and knowledge keepers share about how we can have positive relationships with ourselves and others?

SEL 1.2	*Learners are expected to ...* demonstrate skills that support positive relationships with diverse individuals and groups.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. develop a set of criteria for being a good friend;

b. apply effective ways to nurture relationships with peers, family and others;

c. participate in co-creating group or team norms that effectively demonstrate cooperative behaviors in a group;

d. prepare a list of effective strategies to prevent and address the different types of bullying;

e. develop criteria for agreeing and disagreeing respectfully; and

f. apply values and principles of Indigenous teachings to promote positive relationships with self, others and the land.

✓ Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

Criteria for being a good friend include: kindness, empathy, trustworthiness, inclusion, sharing, resolving conflicts, honesty, respect, and being supportive.

Different ways to nurture relationships may consist of: genuine compliments, showing appreciation, validation, acceptance of differences, and expressing forgiveness.

Some examples of team norms for cooperating in a group include: listening and acknowledging the thoughts and opinions of others, providing encouraging and positive comments, agreeing and disagreeing respectfully, and valuing all perspectives. (LEARN resource: Barriers to Communication and Ideas for Promoting Active Listening and Improving Communication Skills)

Big Idea

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We can create positive relationships with others that bring out the best in all of us.

Different types of bullying: physical, verbal, social and cyber bullying. (LEARN resource: Cliques)

Values and principles of Indigenous teachings that promote positive relationships with self, others and the land include The Seven Sacred teachings:

Wisdom (Beaver)- The beaver represents the building of a community. Wisdom emphasizes using knowledge and experience for the well-being of oneself and others in a community. It involves making sound decisions and understanding the consequences of one's actions.

Love (Eagle)- The Eagle was chosen by the Great Spirit to represent love because it is the eagle that can reach the highest above the earth. Love encourages compassion, empathy, and kindness. It involves fostering positive relationships, embracing unity, and demonstrating care for oneself and others.

Respect (Moose/ Buffalo) - The moose provides everything to support others and so deserves the respect which means to be courteous, considerate and respect all things. Respect involves treating oneself, others, and the environment with consideration and dignity. It emphasizes acknowledging the inherent worth of all beings.

Courage (Bear) - To have the mental and moral strength to overcome fears that prevent us from living our true spirit as human beings is a great challenge that must be met with the same vigor and intensity as a mother Bear protecting her cub. Living by the heart and living by the spirit is difficult, but the Bear's example shows us how to face any danger with courage to achieve these goals. Courage involves standing up for what is right, even in the face of adversity.

Honesty (Bigfoot/ Sabe)- The elders say that when you are honest and have nothing to hide, your spirit is the size of a Sabe. Honesty involves truthfulness, integrity, and sincerity. It encourages living a life of transparency and being honest with oneself and others.

Humility (Wolf)- The wolf lives within a pack of other wolves. Each animal is not more important than the others, as each animal must perform the role that it has for the survival and betterment of the pack. Humility involves recognizing one's strengths and contributions while remaining modest. It emphasizes understanding that everyone is part of a larger whole.

Truth (Turtle)- The Grandmother Turtle was present to ensure that the laws would never be lost or forgotten. Truth involves living in alignment with one's values and principles. It encourages honesty, integrity, and living authentically.

GUIDING QUESTIONS

- How do our emotions, thoughts, and actions influence the quality of our lives and relationships?
- How can we best promote positive connections with others to create a supportive community?
- How do our personal choices shape the well-being of ourselves and those around us?
- What wise teachings might Elders and knowledge keepers share about how we can have positive relationships with ourselves and others?

SEL 1.3	*Learners are expected to ...*
	apply skills that help to make caring and ethical choices promoting the well being of self and others.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. describe the valuable lessons embedded within traditional Mi'kmaq stories related to demonstrating kindness and respect for self and others;

b. identify effective steps required in helping to make responsible decisions;

c. describe the pros and cons of a decision; and

d. explain the impact of a decision on self and others.

✓ **Citizenship**	✓ **Critical Thinking**	✓ **Personal-Career Development**	**Essential Graduation Competencies**
Communication	**Technological Fluency**	**Creativity and Innovation**	

ELABORATIONS

Students will explore stories that emphasize themes of kindness and respect for oneself and others, inherent in Mi'kmaq culture. Through these narratives, students will learn about the importance of treating others with empathy, compassion, and dignity. They will analyse characters' actions and the consequences of their behaviour in Mi'kmaq stories, drawing connections to their own lives. References within ***Traditional Mi'kmaq Campfire stories of Prince Edward island*** and ***Mi'kmaw Moons*** can be used to decode the valuable lessons of kindness and respect for self and others found within traditional Mi'kmaq stories.

Examples of factors that may influence decision making: family, peers, cultural beliefs and values. (LEARN resource: Influences on Decision Making)

Big Idea

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We can make kind and fair choices that make everyone feel included and safe.

Students will learn to consider factors when decision making such as gathering relevant information, weighing alternatives, considering consequences, and consulting with trusted individuals or resources. Some possible steps in making responsible decisions include:

1. Identifying the choices.
2. Evaluating each choice based on criteria (is it safe, is it healthful, does it show respect for myself and others, does it demonstrate good character).
3. Checking your decision with a trusted responsible adult.
4. Evaluating the consequences of acting on the decision.

Students can explore the broader implications of their decisions on themselves and others. They will consider how their choices may affect individuals, communities, and the environment. They will also assess the potential consequences of their actions, fostering empathy and consideration for others.

GUIDING QUESTIONS

- How do our emotions, thoughts, and actions influence the quality of our lives and relationships?
- How can we best promote positive connections with others to create a supportive community?
- How do our personal choices shape the well-being of ourselves and those around us?
- What wise teachings might Elders and knowledge keepers share about how we can have positive relationships with ourselves and others?

SEL 1.4	*Learners are expected to ...*
	demonstrate self-awareness, habits and skills that support the achievement of personal goals.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. share and celebrate personal stories of perseverance and growth making connections to the teachings and wisdom passed down by Mi'kmaq Elders;

b. identify the most important skills and strategies required for reaching success with a goal;

c. develop plans for achieving short-term and long-term goals that include reasonable timelines;

d. develop criteria to assess whether a goal has been achieved;

e. identify ways in which failure can offer opportunities for learning; and

f. identify the most important adjustments required to improve on a goal.

✓ **Citizenship**	✓ **Critical Thinking**	✓ **Personal-Career Development**	**Essential Graduation Competencies**
Communication	**Technological Fluency**	**Creativity and Innovation**	

ELABORATIONS

Students will reflect on and share their personal experiences of overcoming challenges and achieving personal growth. They will draw connections between their own stories and the teachings of Mi'kmaq Elders, who often impart wisdom about resilience, perseverance, and the importance of community and tradition. References within the ***Traditional Mi'kmaq Campfire stories of Prince Edward island*** and ***Mi'kmaw Moons*** can be used to make connections to perseverance and growth within the teachings and wisdom passed down by Mi'kmaq Elders.

Big Idea

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We can train our brain to believe in our ability to improve and grow as individuals.

Skills and strategies required to meet a goal may include: planning, time management, organization, problem solving, asking for help, breaking goals into smaller parts, celebrating each small success. (LEARN resource: SMART)

Students will learn to break down their goals into manageable steps and set realistic timelines for each stage. They will consider factors such as available resources, potential obstacles, and necessary actions to stay on track. By creating detailed plans, students develop organizational and planning skills that enable them to approach their goals and stay motivated over time.

Students will also learn to establish clear and measurable criteria for evaluating the success of their goals. This involves setting specific, achievable benchmarks and indicators of progress. Possible criteria to assess whether a goal has been achieved may include:

- evidence of an accomplishment;
- personal satisfaction; and
- personal growth.

GUIDING QUESTIONS

- How do our emotions, thoughts, and actions influence the quality of our lives and relationships?
- How can we best promote positive connections with others to create a supportive community?
- How do our personal choices shape the well-being of ourselves and those around us?
- What wise teachings might Elders and knowledge keepers share about how we can have positive relationships with ourselves and others?

DEI 1.1	*Learners are expected to ...*
	examine bias using their awareness of self and culture.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. identify personal and cultural identities of self;

b. determine the significance of family history and cultural factors in shaping identity;

c. examine the significant ways in which identities might affect interactions with others;

d. categorize examples of bias; and

e. identify unconscious bias and affinity bias in their own thoughts and words as well as their interactions with others.

✓ Citizenship	✓ Critical Thinking	✓ Personal-Career Development	Essential Graduation Competencies
✓ Communication	Technological Fluency	Creativity and Innovation	

ELABORATIONS

Students will reflect on various aspects that contribute to their identity, including their heritage, traditions, values, beliefs, interests, and experiences. Activities may include creating identity maps, writing reflective essays, or participating in discussions about what makes them unique. By identifying these elements, students gain a deeper understanding of who they are and how their backgrounds influence their perspectives and behaviors. Personal and cultural identities of self may include: age, gender, interests, challenges, hopes, dreams, religion, race, class, ethnicity, food, customs, traditions, languages, family, abilities and/or physical features that shape who they are.

Big Idea

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We can live in a good way with ourselves and others.

Students will examine how their family history and cultural background have played a role in shaping their identities. This involves exploring their ancestry, traditions, languages, and the values passed down through generations. Students might interview family members, create family trees, or research cultural practices. Examples of family history and cultural factors in shaping identity can include: objects/artifacts, stories, food, clothing, traditions, language, memories, or names within their family.

Bias: having a preference for or against something or someone. Students may relate and categorize examples of bias within drawings, text, media, social media, comics, toys, and movies.

Unconscious bias: hidden and unintentional preferences, such as assuming that a specific gender is more suitable for certain jobs.

Affinity bias: involves favoring people who are similar to themselves.

GUIDING QUESTIONS

- How can we best promote empathy and respect for diversity in building a more compassionate community?
- How essential are human rights and responsibilities in building healthy and strong communities?
- What role do our actions play in promoting kindness and understanding in the world?
- What does it look like to be an active participant in creating a positive and inclusive environment for all?

DEI 1.2	*Learners are expected to ...*
	demonstrate an understanding of the impacts of stereotypes.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. describe the feelings, thoughts and experiences that could be associated with acts of stereotyping;

b. describe the role of stereotypes in contributing to unfairness and bias; and

c. demonstrate an understanding of the harmful effects of different stereotypes within books, media, music, food, fashion, internet.

✓ **Citizenship**	✓ **Critical Thinking**	✓ **Personal-Career Development**	**Essential Graduation Competencies**
✓ **Communication**	**Technological Fluency**	**Creativity and Innovation**	

ELABORATIONS

Stereotypes: simplified and generalized beliefs or ideas that people have about a particular group of individuals. These beliefs or ideas are often based on assumptions, biases, or limited information. Stereotypes can be about various characteristics, including race, gender, age, nationality, or other group identities.

Big Idea

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Stereotypes are harmful.

Students will consider how being subjected to stereotypes can lead to feelings of anger, frustration, sadness, embarrassment, or a sense of being misunderstood or devalued. Students will also explore how stereotypes can affect self-esteem and confidence, and how they might lead to exclusion or marginalization. They will also investigate how stereotypes can influence decision-making, limit opportunities, and reinforce social inequalities. The role of stereotypes in contributing to unfairness or bias include: unfair judgments people make about others based on how they look or where they come from, treating others unfairly, as well as words leading people to hold inaccurate beliefs and/or make harmful statements about others.

Positive stereotypes: minority myth. A minority myth is a belief or stereotype that suggests that certain groups of people are expected to excel academically, socially, and economically. This stereotype assumes that members of this group always achieve high levels of success without facing significant challenges or obstacles. It is important to explain that while it might seem positive to be labeled as a "model minority," this stereotype can be harmful. It oversimplifies the experiences of individuals within that group and can create unfair expectations or misconceptions about their abilities and struggles. People from any background can have diverse experiences and face different challenges, and it is crucial to avoid making assumptions based on stereotypes.

GUIDING QUESTIONS

- How can we best promote empathy and respect for diversity in building a more compassionate community?
- How essential are human rights and responsibilities in building healthy and strong communities?
- What role do our actions play in promoting kindness and understanding in the world?
- What does it look like to be an active participant in creating a positive and inclusive environment for all?

DEI 1.3	*Learners are expected to ...*
	demonstrate effective strategies to respond to microaggressions.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. identify the significant difference between the intent and the impact of words and actions;

b. describe how microaggressions can make others feel;

c. identify meaningful support (people and resources) for those experiencing bullying or microaggressions; and

d. demonstrate ways to respond to bullying and microaggressions.

✓ **Citizenship**	✓ **Critical Thinking**	✓ **Personal-Career Development**	**Essential Graduation Competencies**
✓ **Communication**	**Technological Fluency**	**Creativity and Innovation**	

ELABORATIONS

Intent vs. impact of words and actions: Students will learn to distinguish between what someone intends to communicate through their words and actions versus how those words and actions might be perceived by others. Through discussions and examples, they can explore scenarios where well-intended comments can have hurtful impacts, understanding that the impact on the receiver is what truly matters. This work is an important reminder to not only be mindful of what we mean to say, but how we say it, and how the messages we send (intentional or not) impact others.

Microaggressions: comments and actions relating to a person's identity that leave a lasting, negative impression on the receiver of the message. Often, the same microaggressions are heard over and over throughout a person's life. Students will discuss how microaggressions can lead to feelings of alienation, frustration, and sadness for those who experience them. Through examples and discussions, students can learn to recognize microaggressions and understand their cumulative negative impact on individuals' emotional well-being and sense of belonging.

Meaningful support for those experiencing microaggressions may include talking to a trusted adult (parent, family members, teachers, counselors, coach etc.) talking with peers, or community support groups.

Big Idea

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We can apply knowledge of prejudice and discrimination to identify and respond to microaggressions to ensure we live our values.

GUIDING QUESTIONS

- How can we best promote empathy and respect for diversity in building a more compassionate community?
- How essential are human rights and responsibilities in building healthy and strong communities?
- What role do our actions play in promoting kindness and understanding in the world?
- What does it look like to be an active participant in creating a positive and inclusive environment for all?

DEI 1.4	*Learners are expected to ...*					
	demonstrate the ways to become an upstander in building a respectful community.					
	Remembering	**Understanding**	**Applying**	Analysing	**Evaluating**	**Creating**

Achievement Indicators

Learners who have achieved this outcome should be able to ...

a. identify social justice issues faced by marginalized communities in their school, community, country and world;

b. describe various perspectives on a social issue, considering the impact on the feelings, lives and safety of others;

c. determine the most significant actions of individuals or groups of people who have worked throughout history to bring more social justice and fairness to the world;

d. challenge discrimination by applying safe and appropriate strategies in the classroom, school and broader community; and

e. develop a plan of action that is effective and culturally responsible in promoting a school, community or world that is inclusive and fair for everyone.

✓ **Citizenship**	✓ **Critical Thinking**	✓ **Personal-Career Development**	**Essential Graduation Competencies**
✓ **Communication**	**Technological Fluency**	**Creativity and Innovation**	

ELABORATIONS

A social justice issue is a problem or challenge in society that involves fairness, equality, and/or the rights of individuals and groups. These issues often relate to unequal treatment, discrimination, or the lack of access to basic rights and opportunities. Social justice issues can include problems such as poverty, racism, gender discrimination, Indigenous rights, unequal access to education or healthcare, and more.

Big Idea

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We can be an upstander by doing things that will help build a kind, compassionate and respectful society.

Examples of some local and Canadian individuals who have had an impact on social justice issues:

- Viola Desmond: Black Nova Scotian woman who challenged racial segregation in a movie theater in 1946. Her case is considered a landmark moment in the fight for racial equality in Canada.
- David Suzuki: an environmentalist and scientist,who has played a pivotal role in raising awareness about environmental issues and promoting sustainability in Canada and worldwide.
- Lennie Gallant: a singer-songwriter from PEI, has used his music to raise awareness about social justice issues. His songs often touch on themes like Indigenous rights and environmental concerns.
- Catherine Hennessey: an advocate for women's rights and social justice. She has served as a Member of the Legislative Assembly and has been involved in various community organizations.
- Pam Palmater: Mi'kmaq lawyer and activist.

Examples of safe and appropriate strategies to challenge discrimination that recognize and address unfair language, comments, ideas, behaviours, images, and text directed at self or others may include:

- establishing classroom norms that promote a safe and brave space;
- designing posters, videos, or slideshows, organizing awareness; and
- setting up a library awareness table with books that portray diversity.

Examples of media campaigns may include: friendship and kindness campaign, anti-bullying campaign, environmental stewardship, inclusive sports and game event, learner voice and leadership campaign, community service awareness, and diversity in literature library showcase.

An effective and culturally responsible media campaign may include the following criteria:

- purposeful message that can inspire positive action or raise awareness;
- inclusive and respectful of various abilities, genders, cultures, ethnicities and backgrounds;
- positive messaging promoting empathy and kindness; and
- engaging in various ways including age-appropriate visual aids, videos or words that make others want to learn more or participate.

GUIDING QUESTIONS

- How can we best promote empathy and respect for diversity in building a more compassionate community?
- How essential are human rights and responsibilities in building healthy and strong communities?
- What role do our actions play in promoting kindness and understanding in the world?
- What does it look like to be an active participant in creating a positive and inclusive environment for all?

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