

Northwest Territories Curriculum

Grade 1: Social Studies

- S-200 Gather information from oral, visual, material, print, or electronic sources.
- S-203 Use tools and technologies to accomplish given tasks.
- S-403 Present information and ideas orally, visually, concretely, or electronically.
- KCC-008 Identify characteristics of communities.
- KL-016 Identify and locate landmarks and significant places using relative terms. Examples: the statue is in the park beside the river...
- KL-016A Identify local Aboriginal landmarks and significant places.
- KL-016F Identify local francophone landmarks and significant places.

Grade 1: English Language Arts

- 1.1.1 Talk about and/or represent self, listen to others and demonstrate curiosity
- 2.2.1 explore a variety of oral, print and other media texts
- 3.1.1 discuss personal knowledge of a topic to discover information needs in own and group inquiry
- 3.1.2 ask questions to satisfy personal curiosity on a topic and discuss information needs in own and group inquiry
- 3.2.1 seek information about a topic from sources, including peers
- 3.2.2 recognize when information answers the question asked

Grade 1: Arts Education

- CP1.8 Create art works that express own ideas and explore different forms (e.g., painting, drawing, printmaking) and media (paint, found objects).

Grade 2: Social Studies

- S-201 Organize and record information using visual organizers.
- S-203 Use tools and technologies to accomplish given tasks.
- S-300 Formulate questions for research.
- S-403 Present information and ideas orally, visually, concretely, or electronically.
- KC-002 Identify significant Canadian, and Northwest Territorial symbols, places and monuments. Examples: Canadian flag, NWT flag and floral emblem, Maple Leaf, caribou, polar bear, beaver, buffalo, NWT Legislative Assembly building, National War Memorial, drums, inuksuit, igloo, tipi ...
- KCC-005 Describe characteristics of their local communities. Examples: transportation, services, schools...
- KCC-012 Identify common features of Canadian communities. Examples: transportation, services, schools...
- KL-019 Describe natural and constructed features of communities studied. Examples: landforms, climate, waterways; buildings, bridges...

Grade 2: English Language Arts

- 1.1.1 Use conversations to explore personal understanding
- 2.2.1 explore a variety of oral, print and other media texts
- 3.1.1 record personal knowledge of a topic to discover information needs in own and group inquiry
- 3.1.2 ask questions to satisfy personal curiosity on a topic and discuss information needs in own and group inquiry
- 3.2.1 select relevant information from a variety of sources to answer inquiry or research questions
- 3.2.2 match information to inquiry or research focus

Grade 2: Arts Education

- CP2.7 Create visual art works that draw on observations and express ideas about own communities.
- CP2.8 Create art works using a variety of visual art concepts (e.g., secondary colours), forms (e.g., collage, drawing, painting, sculpture, mobile, traditional art), and media (e.g., paper, found objects, paint, crayons).

Grade 3: Social Studies

- S-200 Select information from oral, visual, material, print, or electronic sources. Examples: maps, atlases...
- S-201 Organize and record information in a variety of formats and reference sources appropriately. Examples: maps, charts, outlines, concept maps...
- S-203 Select and use appropriate tools and technologies to accomplish tasks.
- S-300 Formulate questions for research.
- S-403 Present information and ideas orally, visually, concretely, or electronically.
- KT-023 Describe characteristics of daily life in an ancient society. Examples: food, clothing, shelter, work, social organization, families, education, religion, celebrations, recreation...

Grade 3: English Language Arts

- 1.1.1 Use conversations to explore personal understandings
- 2.2.1 explore a variety of oral, print and other media texts
- 3.1.1 use self questioning to determine personal knowledge of a topic to discover information needs in own and group inquiry
- 3.1.2 ask questions to satisfy personal curiosity on a topic and discuss information needs in own and group inquiry
- 3.2.1 use relevant information from a variety of sources to answer inquiry or research questions
- 3.2.2 review information to determine its usefulness to inquiry or research focus

Grade 3: Arts Education

- CP3.7 Create visual art works that express ideas about the natural, constructed, and imagined environments.
- CP3.8 Create art works using a variety of visual art concepts (e.g., contour lines), forms (e.g., drawing, sculpture), and media (e.g., pencils, pastels, found objects).

Grade 4: Social Studies

- 4-S-010 present information and ideas using oral, visual, material, print or electronic media appropriate to specific audience
- 4-S-015 formulate questions for inquiry
- 4-S-023 organize and record information and information sources using a variety of formats, e.g. charts, maps, concept maps, bibliographies
- 4-K-L-012 A demonstrate understanding of how the land determined the roles, identities, values, beliefs, traditions, activities, customs, art, transportation, technologies, shelters and clothing of First Peoples

Grade 4: Language Arts

- 2.2.1 - Explore a variety of oral, print, and other media texts
- 2.3.2 - Listen, read, and view texts to understand how the techniques and elements interact to create effects
- 3.1.3 Select and use a plan for gathering information for own and group inquiry
- 3.2.1 Use relevant information from a variety of sources to answer inquiry or research questions
- 3.3.1 - Organize information and ideas into categories using a variety of strategies
- 4.1.1 - Generate ideas and develop a topic using a variety of strategies
- 4.4.1 - Present and/or publish texts (oral, print, and media)

Grade 4: Arts Education

- CP4.7 Create visual art works that express own ideas and draw on sources of inspiration from Saskatchewan.
- CP4.8 Create art works using a variety of visual art concepts (e.g., organic shapes), forms (e.g., kinetic sculpture, mural), and media (e.g., wood, wire, and found objects).

Grade 5: Social Studies

- S-200 - Select information from oral, visual, material, print, or electronic sources. Examples: maps, atlases, art, songs, artifacts, narratives, legends, biographies, historical fiction...
- S-201 - Organize and record information in a variety of formats and reference sources appropriately. Examples: maps, charts, outlines, concept maps...
- S-203 - Select and use appropriate tools and technologies to accomplish tasks.
- S-300 - Plan topics and goals for historical inquiry and research.
- S-403 - Present information and ideas orally, visually, concretely, or electronically.
- KI-006 - Compare daily life in diverse First Peoples communities before contact with Europeans Example: food, clothing, shelter, decision-making and types of leadership (consensus, democracy, hereditary right, matriarchy) roles of men, women, children, Elders

Grade 5: English Language Arts

- 2.2.1 - Explore a variety of oral, print, and other media texts
- 2.3.2 - Listen, read, and view texts to understand how the techniques and elements interact to create effects
- 3.1.3 - Gather and record ideas and information using a plan for own and group inquiry
- 3.2.1 Use relevant information from a variety of sources to answer inquiry or research questions
- 3.3.1 - Organize information and ideas into categories using a variety of strategies
- 4.1.1 - Generate ideas and develop a topic using a variety of strategies
- 4.1.2 - Uses appropriate form (organizational structure, audience, purpose) to organize ideas and information
- 4.4.1 - Present and/or publish texts (oral, print, and media)

Grade 5: Arts Education

- CP5.8 Create art works using a variety of visual art concepts (e.g., positive space), forms (e.g., graphic design, photography), and media (e.g., mixed media, paint).