

<u>Themes</u>	<u>Concept</u>	<u>Language Arts</u>		<u>Math</u>		<u>Science</u>	
Self, family, community Gr. 5		<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>
FALL	identify	<p>Students read <i>Li payiyon di michif</i> by Bonnie Murray</p> <p>What does the infinity symbol mean?</p> <p>What would you bring to school to represent your culture?</p> <p>Teacher review stories on website with class.</p> <p>Story telling by – family members – personal interview of family to collect stories -a funny story about childhood - a story that they were told as a child</p> <p>Sharing circles to share information</p> <p>Past/present/future of communication – story telling, interviews, and discussions</p> <p><b>CELS:</b> COMMUNICATION CRITICAL AND CREATIVE THINKING INDEPENDENT LEARNING TECHNOLOGICAL LITERACY</p>	<p><i>Li payiyon di michif</i> by Bonnie Murray Parents/siblings/family</p> <p><i>Sakitiwak Bicentennial</i> Robert Longpre</p> <p>elders from community mayor</p> <p>website</p>	<p>Problem solving – faced by an Indian farmer a square puzzle Gr 5 Unit 3 page 24.</p> <p>Map of Ile a la Crosse ratio/population Refer to the actual map of Ile a la Crosse</p> <p>Examine population growth and decline of the village use Census information.</p> <p>Each student/group will recreate a section and develop a map together</p> <p><b>CELS:</b> NUMERACY COMMUNICATION CRITICAL AND CREATIVE THINKING TECHNOLOGICAL LITERACY</p>	<p>Copies of a square from Indian and Métis math unit</p> <p>Map Rulers Scissors Markers Pencils</p>	<p>Vocabulary: habitat community ecosystem population</p> <p>What are the similarities between a community in nature and a human community?</p> <p>What is our habitat? Ecosystem?</p> <p><b>CELS:</b> CRITICAL AND CREATIVE THINKING COMMUNICATION PERSONAL AND SOCIAL SKILLS AND VALUES</p>	<p><i>Science and Technology: Habitats</i></p>
<u>Values</u>							
Respect Sharing Compassion Success Generosity Self-esteem Trust Cooperation Conflict resolution							

<b>Social Studies</b>		<b>Health</b>		<b>Arts</b>		<b>Phys. Ed</b>	
<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>
<p>As a class brainstorm Métis symbols.</p> <p>As a class read <i>Flags of the Métis</i> by Calvin Racette</p> <p>How did the North West company and the Hudson Bay company contribute to selection of Métis flag? What are 3 meanings of the flag mean? What are the parts of the Métis revolutionary banner? Describe parts of the Métis Battle standard.</p> <p>Add to list of Métis symbols. Create personal flag.</p> <p><b>CELS:</b> COMMUNICATION CRITICAL AND CREATIVE THINKING</p>	<p>As a class read <i>Flags of the Métis</i> by Calvin Racette</p>	<p>Family relationships and responsibilities</p> <p>Expressing feelings</p> <p>Decision making in the home</p> <p>Division of family responsibilities – thought and feelings about how the decisions are reached</p> <p>Distinguish how decisions are made in the community in regards to family relations How? Why? What? Where?</p> <p>Examine events which bring communities together. What makes us feel more like a community?</p> <p><b>CELS:</b> COMMUNICATION CRITICAL AND CREATIVE THINING</p>	<p>Decision making model</p> <p>Guest speaker</p> <p>Social Worker</p> <p>RCMP rep.</p> <p>Nurse</p> <p>Case studies on diabetes “Living In Balance to Prevent Diabetes”</p>	<p>View <i>The Métis a Visual History</i> by Sherry Farrell Racette</p> <p>Divide students into 4 groups have each group study a poster. Students view posters and write point form everything they can learn about Métis from poster. Give each group information about poster have them add to their learnings. Present poster to class. What information would a poster about Ile a la Crosse depict? (list) As a class create mural about Ile a la Crosse. Separate work into background, text, main picture and border.</p> <p><b>CELS:</b> COMMUNICATION CRITICAL AND CREATIVE THINING</p>	<p><i>The Métis a Visual History</i> by Sherry Farrell Racette</p>	<p>Outdoor pursuits</p> <p>Leg wrestling</p> <p>3 legged race</p> <p>3 legged relay</p> <p>Flour packing</p> <p>Tug of war</p> <p>Round dance</p> <p><b>CELS:</b> COMMUNICATION CRITICAL AND CREATIVE THINKING</p>	<p>Rope</p> <p>Wheel barrels</p> <p>Flour</p> <p>Community members</p> <p>Drummers</p>