



First Encounters

Program Description: Put on your explorers' hat, dress warm, and head off on a learning expedition! Your journey begins by travelling back in time to the days First Nations, trappers and traders lived in the west. How did these people travel through the frozen terrain? Learn the survival techniques that were developed by First Nations people and taught to the Europeans who came to supply the fur trade.

Grade(s): Grade 2, Grade 3, Grade 4

Program of Studies Connections:

Grade	Subject	Organizing Idea	Learning Outcomes	Knowledge	Understandings
2	Social Studies	<i>Time and Place:</i> Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.	Students relate traditions to Canada's heritage.	<p>Since time immemorial, First Nations and Inuit inhabited the land and had unique ways of living on the land.</p> <p>Distinct traditions and languages, such as Michif, with blended First Nations and European roots contribute to Métis heritage.</p> <p>Histories of first settlements and French language contribute to Francophone heritage.</p>	Heritage reflects traditions of people and communities.
2	Social Studies	<i>Systems:</i> Evaluating processes and structures of organizations builds understanding of decision making in the world.	Students examine how trade supports communities	<p>Natural resources can be transformed into goods to meet needs and wants.</p> <p>Natural resources can influence the types of jobs that are available and where people choose to live.</p> <p>Communities (countries) and businesses can trade to increase variety and availability of goods (commodities) by</p> <ul style="list-style-type: none"> • buying or importing • selling or exporting 	Trade helps communities meet their needs and wants.

				Trade involves the transportation of natural resources and goods in various ways.	
2	Science	<i>Matter:</i> Understandings of the physical world are deepened by investigating matter and energy.	Students investigate properties of materials and relate them to a purpose.	Natural materials are those that come from plants, animals, the land, or the sky. Example of objects made from natural materials that are created and used by First Nations, Métis, and Inuit.	Materials are natural or processed. Natural and processed materials are used to make objects that serve a variety of purposes.
2	Science	<i>Living Systems:</i> Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.	Students investigate the growth and development of plants and animals and consider their relationship to humans.	First Nations, Métis, and Inuit relate to land, plants, and animals as equals. Care and consideration for land, plants, and animals can be demonstrated through cultural practices.	The ways in which individuals or groups relate to land, plants, and animals can influence cultural practices.
2	Physical Education and Wellness	<i>Active Living:</i> Developing physical literacy through movement and active living supports well-being across a lifespan.	Students investigate physical activity and relate it to personal experience.	Adventurous play can provide individuals with opportunities to <ul style="list-style-type: none"> • establish personal physical activity limits • develop confidence and independence • experience healthy stress • develop movement skills • develop decision making and problem-solving skills • develop physical literacy <p>Many physical activities experienced on the land can be enjoyed across a lifespan, such as snowshoeing.</p> <p>Physical activity can promote positive interactions with others through shared interests, goal setting, and experiences.</p>	Competence, confidence, and motivation can increase personal engagement and enjoyable experiences within physical activities. Physical activity can be connected to experiences on the land. Participation in physical activity supports mental health and provides opportunities for individuals to interact positively with others.

2	Physical Education and Wellness	<i>Movement Skill Development:</i> Developing physical literacy through movement and active living supports well-being across a lifespan.	Students demonstrate teamwork and support participation in a variety of physical activities.	Teamwork can build relationships and support others in unique ways.	Some physical activities require teamwork. Teamwork is working with others to achieve a common goal.
3	Social Studies	<i>Time and Place:</i> Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world	Students investigate natural and created features of Alberta.	Since time immemorial, Alberta has been the traditional territory of many First Nations. There are different physical regions within the political boundaries of Alberta. Physical regions can be distinguished based on physical features, i.e., landforms and bodies of water.	First Nations were the first inhabitants of Alberta. Alberta has distinct physical features and regions.
3	Social Studies	<i>Time and Place:</i> Exploring the dynamic relationships between people, place, and time supports understanding of perspectives and events to make meaning of the world.	Students relate diversity to Alberta's western identity.	Alberta is made up of diverse, pluralistic communities. Forty-eight distinct First Nations communities are represented in Alberta. Distinct First Nations communities have distinct languages, cultures, and histories. Distinct Métis ways of living blend First Nations and European farming, hunting, and trapping practices. French was the first European language spoken in Alberta.	First Nations are diverse and contribute to the identity of Alberta. Métis have a distinct culture and history that contributes to the diversity and identity of Alberta. Francophones are diverse and contribute to the identity of Alberta.

				<p>The Francophone population in Alberta has increased and diversified to include French speakers from many parts of the world.</p> <p>Learning about other cultures and beliefs and interacting with people from various backgrounds are actions that can contribute to empathy and unity.</p>	
3	Social Studies	<i>Systems:</i> Evaluating processes and structures of organizations builds understanding of decision making in the world.	Students examine natural resource use in Alberta.	<p>Availability of natural resources can vary between physical regions.</p> <p>Settlement in Alberta has been influenced by the location of natural resources.</p>	Natural resources can influence development in a region.
3	Science	<i>Matter:</i> Understandings of the physical world are deepened by investigating matter and energy.	Students investigate and analyze how materials have the potential to be changed.	<p>First Nations, Métis, and Inuit communities respectfully interact with natural materials.</p> <p>First Nations, Métis, and Inuit communities interact with natural materials for specific purposes.</p>	Interaction with natural materials by First Nations, Métis, and Inuit is guided through living in harmony and balance with the land.
3	Science	<i>Living Systems:</i> Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.	Students analyze and describe how plants and animals interact with each other and within environments.	<p>First Nations, Métis, and Inuit knowledge of plants and animals within environments includes</p> <ul style="list-style-type: none"> • animal behaviour • sources of food • migration patterns • seasonal patterns 	Awareness and consideration of the interactions of plants and animals in local environments helps humans protect them.
3	Physical Education and Wellness	<i>Active Living:</i> Developing physical literacy through movement and active living supports well-being across a lifespan.	Students examine how participation in a variety of challenging physical activities fosters well-being.	<p>Each season offers different opportunities for active living.</p> <p>Diverse environments can present opportunities and barriers for active living.</p>	Physical activity in diverse environments and during different seasons builds confidence and resilience.

3	Physical Education and Wellness	<i>Movement Skill Development:</i> Developing physical literacy through movement and active living supports well-being across a lifespan.	Students examine and integrate tactics in a variety of physical activity contexts.	Tactics in First Nations, Métis, and Inuit physical activities and games help develop skills for everyday life, such as <ul style="list-style-type: none"> • familiarity with the land • knowledge of weather patterns and cycles • respect for self, others, and the built and natural world 	Tactics in traditional First Nations, Métis, and Inuit society are essential for survival of the community and cultural continuity.
4	Social Studies	<i>Systems:</i> Evaluating processes and structures of organizations builds understanding of decision making in the world	Students examine the role of the fur trade in the development of Canada.	<p>Through the fur trade, furs were shipped from North America to Europe, where supply was low, and manufactured goods were shipped from Europe to North America, where demand was high.</p> <p>Competition for control of the fur trade motivated Europeans to</p> <ul style="list-style-type: none"> • establish the Hudson's Bay Company and the North West Company • expand farther north and west by building more trading posts and forts <p>Trading posts and forts were</p> <ul style="list-style-type: none"> • centres for interactions such as meeting and bartering • warehouses for goods, supplies, and medicines • lodgings <p>Roles of First Nations, Métis, and Europeans that contributed to the fur trade included</p> <ul style="list-style-type: none"> • hunters and trappers • interpreters and guides • clerks • coureurs des bois and voyageurs 	Trade can contribute to social and economic change

				Social and economic success of the fur trade relied on First Nations and Métis women, who were intermediaries between European traders and First Nations and Métis communities.	
4	Science	<i>Living Systems:</i> Understandings of the living world, Earth, and space are deepened by investigating natural systems and their interactions.	Students analyze organisms and relate external structures to functions.	Structures, including body parts, are features of organisms that serve a purpose or function.	A variety of organisms live on Earth and have external structures that support various functions.