Correlations to the New Alberta DRAFT Curriculum (2018)

	relations to the New Alber ss-curriculum Correlations on p. 3		TT (2018)			
Gr	ade 1: English Language	Arts				Under One Sun
	ential Understanding					onesun
Eng con allo our	gaging with various forms of nmunication and expression ows us to represent and interpret r understandings of the world in Itiple ways.	Shared Reading Books	Teacher's Resource	Read Aloud (Teacher's Resource)	Video (Online Teaching Centre)	Shared Reading (Online Teaching Centre)
	iding Question: What are the di	fferent ways l can use	my oral com	nunication	skills?	·
Lea	arning Outcome: Students apply	/ oral communication s	kills when pa	articipating	<mark>, in discuss</mark> io	ons.
Cor	nceptual Knowledge	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of
•	oral and body language can be used to communicate a message	What Do You Share? What Does Mother Earth Share?	TR pp. 18–20 TR pp. 21–24 TR pp. 25–27		People	Sharing
•	messages can be communicated orally in a variety of ways oral language changes when participating in discussions with peers or adults	We Help Each Other I Do Good Things Long Ago and Today	TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-39 TR pp. 40-42			
•	ideas about topics, experiences, and feelings can be shared orally		-	_		
•	oral storytelling is use(:o share stories of cultures, incl ding Francophone	KA				
•	oral storytelling is a traditional way First Nations, Métis, and Inuit share teaching and knowledge					
•	listening is an active process that involves focus, attending, and responding					
Pro •	cedural Knowledge experiment with ways to orally communicate personal stories, events, and information informally	At Home and at School What Do You Share? What Does Mother Earth Share? We Help Each Other I Do Good Things	TR pp. 16-17 TR pp. 18-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33	The Circle	Ceremony People	Ways of Sharing
•	communicate using courtesy phrases, familiar phrases, and expressions	Long Ago and Today	TR pp. 34–36 TR pp. 37–39 TR pp. 40–42			
•	use language that reflects differences in interactions with peers and adults					

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experiment with tone of voice, volume, facial expressions, and					
volume, facial expressions, and gestures to enhance message and					
interest					
• experiment with simple sentence					
structure with new vocabulary					
from listening, speaking, or					
viewing experiences					
demonstrate listening huturn					
demonstrate listening by turn taking and attending to the					
speaker					
• respond respectfully to the					
contributions of one another					
Literacy	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of
IMPORTANCE OF LITERACY: Purpose	What Do You Share?	TR pp. 18–20		People	Sharing
(LA1a)	What Does Mother Earth	TR pp. 21-24			
Purpose Students recognize that literacy is	Share? We Help Each Other	TR pp. 25–27 TR pp. 28–30			
used for many purposes in their	I Do Good Things	TR pp. 28-30			
everyday lives and provides	Long Ago and Today	TR pp. 34–36			
enjoyment.		TR			
		TR r 40-42			
IMPORTANCE OF LITERACY:					
Participation (LA1b)					
Participation					
With guidance, students recognize how being literate enables them to					
participate in local and global					
communities.					
RULES OF LANGUAGE: Conventions					
(LKU1b)					
Conventions					
Students begin to understand and use					
conventions of language (grammatical structure, symbols, notations,					
punctuation, capitalization, and					
spelling) to comprehend and					
communicate texts*.					
CONSTRUCT MEANING: Vocabulary					
(LKU3b)					
Vocabulary					
Students use an increasing amount of					
high-frequency vocabulary and acquire new vocabulary related to					
learning experiences (e.g., describe,					
compare, life-cycle, province).					
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CONSTRUCT MEANING:					
Comprehension Strategies (LKU3d)					
Comprehension Strategies (LKOSU)					
Students develop and use strategies					
when viewing, listening to, and					
U					
interacting with texts.					
COMMUNICATE MEANING: Clarity					
(LKU4a)					
Clarity					
Students present ideas or information					
in a logical and clear manner with					
some details.					
some details.					
COMMUNICATE MEANING: Audience					
(LKU4b)					
Audience					
Students adjust oral and written					
language, as appropriate, when					
communicating with peers and adults					
(e.g., to respect social/cultural					
practices, formal and informal					
situations).					
Numeracy	Home ar at Schrol	TR p 16–17	The C :le	Ceremony	Ways of Sharing
INTERPRET, REPRESENT,	V pat Dali Ju Share	TR p 10.00		People	
COMMUNICATE: Communic tion	1 hat Do Moth	TR p 21-24			
(NKU3c)	sare?	⁻ Rp 25–27			
Communication	We Help Each Other	TR pp. 28–30	_		
Students use basic vocabulary,	I Do Good Things	TR pp. 31–33			
gestures, objects, symbols, or	Long Ago and Today	TR pp. 34–36			
analogies when communicating ideas		TR pp. 37–39			
in situations involving numeracy (e.g.,		TR pp. 40-42			
"round like a wheel").					
Competencies	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of
Managing Information	What Do You Share?	TR pp. 18–20		People	Sharing
• using, sharing or storing	What Does Mother Earth	TR pp. 21–24		-	
information effectively and ethically	Share?	TR pp. 25–27			
• evaluating authenticity, reliability or	We Help Each Other	TR pp. 28–30			
validity to appropriately interpret or	I Do Good Things	TR pp. 31–33			
use information	Long Ago and Today	TR pp. 34–36			
 synthesizing or organizing 		TR pp. 37–39			
multiple pieces of information to		TR pp. 40–42			
enhance or clarify understanding					
accessing information from a					
variety of digital or non-digital					
sources					
Communication			1		
• demonstrating respect and					

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responsibility when					
communicating with other					
expressing ideas or concepts					
using appropriate language,					
conventions, or protocols					
decoding and interpreting ideas					
or information shared through					
verbal or non-verbal formats					
considering perspectives					
emotions and experiences when					
seeking shared understandings					
clarifying the purpose or					
intention of a message in relation					
to audience, context or culture					
Guiding Question: How does an u	nderstanding of the sou	ind structure	e of languag	ge help the	construction
and expression of meaning?					
Learning Outcome: Students appl	y the sound structure o	of language v	vhen consti	ructing and	expressing
meaning.	-	I	_ .		
Conceptual Knowledge	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of
letters and sounds form words	What Do You Share?	TR pp. 18–20		People	Sharing
	What Does Mother Earth	TR pp. 21–24			
letters and sounds are connected	Share?	TR pp. 25–27			
	We Help Each Other	TR pp. 28–30			
sentences are made up	Things	TR p			
	I ng Ago a I Toda	TR p 34–36			
• the structure of spoke words		TR F			
helps individuals to real and		TR ¢ 40–42			
write					
Procedural Knowledge	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of Sharing
• identify initial and final sounds in	What Do You Share?	TR pp. 18–20		People	
words	What Does Mother Earth	TR pp. 21–24			
	Share?	TR pp. 25–27			
• blend the initial sound of a word	We Help Each Other	TR pp. 28–30			
(onset) and the letters and	I Do Good Things	TR pp. 31–33			
sounds that follow (rime), up to	Long Ago and Today	TR pp. 34–36			
four sounds		TR pp. 37–39			
		TR pp. 40–42			
• segment the initial sound of a					
word (onset) and the letters and					
sounds that follow (rime)					
• clap or count the words or					
syllables in a sentence					
• blend syllables at the beginning					
and end of words into whole					
words					
segment individual sounds in one-					
syllable words					
blend individual sounds in one-					

syllable words					
 generate rhymes Literacy RULES OF LANGUAGE: Word Formation (LKU1a) Word Formation Students know how letter sounds and letter patterns form words (e.g., common affixes, basic compound words). Numeracy QUANTITATIVE INFORMATION: Using Numbers (NKU1b) Using Numbers Students use numbers to indicate position or value in their environment (e.g., first, second, third, currency, music 	At Home and at School What Do You Share? What Does Mother Earth Share? We Help Each Other I Do Good Things Long Ago and Today At Home and at School What Do You Share? What Does Mother Earth Share? We Help Each Other I Do Good Things Long Ago and Today	TR pp. 16-17 TR pp. 18-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-39 TR pp. 40-42 TR pp. 16-17 TR pp. 16-17 TR pp. 18-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36	The Circle	Ceremony People	Ways of Sharing Ways of Sharing
notes). QUANTITATIVE INFORMATION: Patterns and Relationships (NKU1d) Patterns and Relationships Students recognize and use patterns in their environment and d y routines (e.g., calendar, sea ons). Competencies Managing Information • using, sharing or storing information effectively and ethically • evaluating authenticity, reliability or validing to appropriately interpret or	Home a. 'a' chool What Do You Share? What Does Mother Earth Share? We Help Each Other	TR pp. 37-39 TR pp. 40-42 "R p. 16-17 TR pp. 18-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TB pp. 21-23	The C :le	Ceremony People	Ways of Sharing
 validity to appropriately interpret or use information synthesizing or organizing multiple pieces of information to enhance or clarify understanding accessing information from a variety of digital or non-digital sources Communication demonstrating respect and responsibility when 	I Do Good Things Long Ago and Today	TR pp. 31–33 TR pp. 34–36 TR pp. 37–39 TR pp. 40–42			
 responsibility when communicating with other expressing ideas or concepts using appropriate language, conventions, or protocols decoding and interpreting ideas or information shared through 					

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verbal or non-verbal formats					
considering perspectives					
emotions and experiences when					
seeking shared understandings					
clarifying the purpose or					
intention of a message in relation					
to audience, context or culture					
Guiding Question: How does unde		-		-	
Learning Outcome: Students apply		ound relation	nships and	patterns in	the
construction and expression of mo				-	
Conceptual Knowledge	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of
letter-sound relationships and	What Do You Share?	TR pp. 18–20		People	Sharing
patterns are used to read and	What Does Mother Earth				
spell familiar and unfamiliar	Share?	TR pp. 25–27			
words	We Help Each Other	TR pp. 28–30			
	I Do Good Things	TR pp. 31-33			
words have a correct	Long Ago and Today	TR pp. 34–36			
(conventional) spelling		TR pp. 37–39			
		TR pp. 40–42			
letter combinations represent					
units (phonemes) of sound					
words convey meaning		TD		6	14/
Procedural Knowledge	nd at Sch	TR p		Ceremony	Ways of
make connections bety een lette	1 hat Do Yi Share	TR p 18-20		People	Sharing
combinations and sour s,	Mothe Eart.	TR p			
including blends, digrans, and vowels, to read and spinning to read and spinning to the second state of th	are?	TR p 25-27			
vowels, to read and sp	Help Ea Cher	R p 28-30			
context	I Do Good Things	TR pp. 31-33			
a road and shall high utility words	Long Ago and Today	TR pp. 34–36 TR pp. 37–39			
 read and spell high-utility words in context 		TR pp. 37–39			
mcontext		1K pp. 40–42			
• generalize knowledge of sound-					
symbol relationships, patterns,					
and phonics to read and spell					
familiar and unfamiliar words					
Literacy	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of
IMPORTANCE OF LITERACY: Purpose	What Do You Share?	TR pp. 18–17		People	Sharing
(LA1a)	What Does Mother Earth			, copic	5
Purpose	Share?	TR pp. 21-24			
Students recognize that literacy is	We Help Each Other	TR pp. 23–27			
used for many purposes in their	I Do Good Things	TR pp. 31–33			
everyday lives and provides	Long Ago and Today	TR pp. 34–36			
enjoyment.		TR pp. 37–39			
		TR pp. 40–42			
RULES OF LANGUAGE: Word Formation					
(LKU1a)					
Word Formation					
Students know how letter sounds and					
letter patterns form words (e.g.,					
common affixes, basic compound					
	I	1	1		



words).					
CONSTRUCT MEANING: Vocabulary (LKU3b) Vocabulary Students use an increasing amount of high-frequency vocabulary and acquire new vocabulary related to learning experiences (e.g., describe, compare, life-cycle, province).					
Numeracy QUANTITATIVE INFORMATION: Patterns and Relationships (NKU1d) Patterns and Relationships Students recognize and use patterns in their environment and daily routines (e.g., calendar, seasons).	At Home and at School What Do You Share? What Does Mother Earth Share? We Help Each Other I Do Good Things Long Ago and Today	TR pp. 16-17 TR pp. 18-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-39 TR pp. 40-42	The Circle	Ceremony People	Ways of Sharing
 Competencies Critical Thinking Demonstrating intellectual integrity, fairness and open- mindedness synthesizing thoughts information to discove understandings reflecting upon and ev reasoning behind thoughts, beliefs or actions applying reasoned approaches or relevant criteria to conceptualize, analyze or make judgements questioning and analyzing evidence, assertions or assumptions 	At Home and at School What Do You Share? What Does Mother Earth Share? You have been other Loo Good Lings Loo Accound Tod y	TR pp. 16-17 TR pp. 18-20 TR pp. 21-24 TR pp. 25-27 TR r 31-33 TR r 31-33 TR r 37-39 'R r 40-42	The Circle	Ceremony People	Ways of Sharing
 Communication demonstrating respect and responsibility when communicating with other expressing ideas or concepts using appropriate language, conventions, or protocols decoding and interpreting ideas or information shared through verbal or non-verbal formats considering perspectives emotions and experiences when seeking shared understandings 					

• clarifying the purpose or intention of a message in relation					
to audience, context or culture					
Guiding Question: How are text for	orms organized with di	fferent featu	res and ele	ments for t	he
expression of meaning?	U				
Learning Outcome: Students exp	eriment with and discu	ss the differ	ent forms. f	features. an	d elements
of texts.				,,	
Conceptual Knowledge	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of Sharing
• there are a variety of text forms	What Do You Share?	TR pp. 18–20		People	,
·····	What Does Mother Earth	TR pp. 21–24			
 text forms are organized in 	Share?	TR pp. 25–27			
different ways	We Help Each Other	TR pp. 28–30			
	I Do Good Things	TR pp. 31–33			
 texts have various features 	Long Ago and Today	TR pp. 34–36			
		TR pp. 37–39			
• story elements can include		TR pp. 40–42			
setting, characters, events (plot),					
or a teaching					
Procedural Knowledge	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of Sharin
discuss different text forms,	What Do You Share?	TR pp. 18–20		People	ways or sharing
including stories, poems,	What Does Mother Earth	TR pp. 21–24		reopie	
informational, or letters, and how	Share?	TR pp. 21-24 TR pp. 25-27			
they are organized	We Help Each Other	TR pp. 23-27 TR pp. 28-30			
they are organized	Things	TR pp. 20-50			
• identify text features, cluding	I ng Ago a J Toda	TR r 34-36		Γ	
images, words, titles, ic ns, or		TR p			
layout		TR ¢ 40-42			
 share story elements, including characters, setting, events (plot), and teachings, where appropriate 					
<u> </u>	At Llowe and at Cabool	TD nn 10 17	The Circle	Conomony	Ways of Charing
Literacy CONSTRUCT MEANING: Text	At Home and at School What Do You Share?	TR pp. 16–17	The Circle	Ceremony	Ways of Sharing
		TR pp. 18–20		People	
Organization (LKU3c) Text Organization	What Does Mother Earth Share?	TR pp. 21–24 TR pp. 25–27			
Students know that texts are	We Help Each Other				
organized in different ways based on	•	TR pp. 28-30			
-	I Do Good Things	TR pp. 31-33			
their purpose.	Long Ago and Today	TR pp. 34–36 TR pp. 37–39			
COMMUNICATE MEANING: Modes and		TR pp. 37–39 TR pp. 40–42			
		1K pp. 40-42			
Media (LKU4d) Modes* and Media**					
Students explore how diverse modes					
and media represent and					
communicate ideas and experiences.					
They choose modes and media to					
share.	At Llomo and at Cabaal	TD mm 16 17	The Circle	Carara	Mayo of Charles
Numeracy	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of Sharing
INTERPRET, REPRESENT, COMMUNICATE:	What Do You Share?	TR pp. 18–20		People	
Interpretation and Representation of	What Does Mother Earth	TR pp. 21–24			
Spatial Information (NKU3b)	Share?	TR pp. 25–27			
Interpretation and Representation of	We Help Each Other	TR pp. 28–30			



Spatial Information Students interpret or create simple models and labelled diagrams* to represent spatial information. (e.g., number line, diagrams of life cycles).	l Do Good Things Long Ago and Today	TR pp. 31–33 TR pp. 34–36 TR pp. 37–39 TR pp. 40–42			
 Competencies Managing Information using, sharing or storing information effectively and ethically evaluating authenticity, reliability or validity to appropriately interpret or use information synthesizing or organizing multiple pieces of information to enhance or clarify understanding accessing information from a variety of digital or non-digital sources 	At Home and at School What Do You Share? What Does Mother Earth Share? We Help Each Other I Do Good Things Long Ago and Today	TR pp. 16-17 TR pp. 18-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-39 TR pp. 40-42	The Circle	Ceremony People	Ways of Sharing
 Communication demonstrating respect and responsibility when communicating with other expressing ideas or con- using appropriate lang age, conventions, or protocos decoding and interpreting ideas or information shared verbal or non-verbal formats considering perspectives emotions and experiences when seeking shared understandings clarifying the purpose or intention of a message in relation to audience, context or culture 	RA				
Guiding Question: How can artistic Learning Outcome: Students inves	-	-		ts that evok	es a
 response. Conceptual Knowledge texts express thinking, feelings, and emotions literary techniques, including 	At Home and at School What Do You Share? What Does Mother Earth Share? We Help Each Other	TR pp. 16-17 TR pp. 18-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30	The Circle	Ceremony People	Ways of Sharing
 word choice, images, language patterns, and rhyme, evoke responses exclamation marks and question marks can evoke a response, tables of contents, headings, 	l Do Good Things Long Ago and Today	TR pp. 31–33 TR pp. 34–36 TR pp. 37–39 TR pp. 40–42			

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glossaries, sidebar menus,					
hyperlinks, or landmarks,					
contribute to constructing					
meaning					
• story elements, including setting,					
characters, plot, and a problem,					
contribute to constructing					
meaning					
a quatation marks commas and					
quotation marks, commas, and other punctuation assist in the					
construction of meaning					
Procedural Knowledge	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of Sharing
share thinking and feelings	What Do You Share?	TR pp. 18-17		People	ways of sharing
• share timking and reenings evoked from texts	What Does Mother Earth	TR pp. 18-20 TR pp. 21-24		reohie	
	Share?	TR pp. 21-24 TR pp. 25-27			
recognize literary techniques,	We Help Each Other	TR pp. 25-27 TR pp. 28-30			
including language patterns,	I Do Good Things	TR pp. 31–33			
repetition, rhythm, and rhyme	Long Ago and Today	TR pp. 34–36			
		TR pp. 37–39			
• discuss responses to literary		TR pp. 40–42			
techniques, including word					
choice, images, sensory					
and fonts					
• explore the effects of e :lamatio					
marks and question marks					
Literacy	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of Sharing
IMPORTANCE OF LITERACY: Purpose	What Do You Share?	TR pp. 18–20		People	
(LA1a)	What Does Mother Earth	TR pp. 21–24			
Purpose	Share?	TR pp. 25–27			
Students recognize that literacy is	We Help Each Other	TR pp. 28–30			
used for many purposes in their	I Do Good Things	TR pp. 31–33			
everyday lives and provides	Long Ago and Today	TR pp. 34–36			
enjoyment.		TR pp. 37–39			
		TR pp. 40–42			
RULES OF LANGUAGE: Conventions					
(LKU1b)					
Conventions					
Students begin to understand and use					
conventions of language (grammatical					
structure, symbols, notations,					
punctuation, capitalization, and spelling) to comprehend and					
communicate texts*.					
COMMUNICATE MEANING: Clarity					
(LKU4a)					
Clarity					
Students present ideas or information					
in a logical and clear manner with					
	1		1		<u> </u>

some details.					
COMMUNICATE MEANING: Media Influence (LKU4e) Media Influence Students explore how media can evoke					
emotions.	At Home and at School	TP np 16_17	The Circle	Caramony	Ways of Sharing
Numeracy QUANTITATIVE INFORMATION: Patterns and Relationships (NKU1d) Patterns and Relationships Students recognize and use patterns in their environment and daily routines (e.g., calendar, seasons). INTERPRET, REPRESENT, COMMUNICATE: Interpretation and Representation of Spatial Information (NKU3b) Interpretation and Representation of Spatial Information Students interpret or create simple models and labelled diagrams* to represent spatial information. (e.g.,	At Home and at School What Do You Share? What Does Mother Earth Share? We Help Each Other I Do Good Things Long Ago and Today	TR pp. 16-17 TR pp. 18-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-39 TR pp. 40-42	Ine Circle	Ceremony People	Ways of Sharing
number line, diagrams of life					
 Competencies Managing Information using, sharing or storing information effectively a Mothier evaluating authenticity, reliability or validity to appropriately interpret or use information synthesizing or organizing multiple pieces of information to enhance or clarify understanding accessing information from a variety of digital or non-digital sources Communication demonstrating respect and responsibility when communicating with other expressing ideas or concepts using appropriate language, conventions, or protocols decoding and interpreting ideas or information shared through verbal or non-verbal formats considering perspectives emotions and experiences when seeking shared understandings 	 Home a lat Schoo. Home a lat School. Home a lat Scho	TR p 16-17 TR p 21-24 R 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-39 TR pp. 40-42	The Ci de	Ceremony People	Ways of Sharing

• clarifying the purpose or					
intention of a message in relation					
to audience, context or culture					
Guiding Question: What are ways	that I make meaning o	ftoyts?			
Learning Outcome: Students expe			d communi	cato moani	20
constructed from texts.	riment with processes	and cues and	u commun	cate meaning	ng
Conceptual Knowledge	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of Sharing
• texts share information, ideas,	What Do You Share?	TR pp. 18–20		People	
and feelings	What Does Mother Earth	TR pp. 21–24			
0	Share?	TR pp. 25–27			
• thinking processes help to engage	We Help Each Other	TR pp. 28–30			
with and make meaning of texts	I Do Good Things	TR pp. 31–33			
	Long Ago and Today	TR pp. 34–36			
• personal experiences and		TR pp. 37–39			
background knowledge support		TR pp. 40–42			
making connections to and					
meaning of texts					
• when reading, it is important to					
ask if it makes sense (semantics),					
if it looks right (graphophonics),					
and if it sounds right (syntax)					
• words create images in					
(visualization)					
(visualization)					
• text features, including itles,					
images, layout, labels,					
landmarks, contribute to					
constructing meaning					
 story elements, including setting, 					
characters, and events, contribute					
to making meaning of texts					
• periods, question marks, and					
exclamation marks (punctuation)					
assist in making meaning of texts Procedural Knowledge	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of Sharing
communicate ideas and	What Do You Share?	TR pp. 16–17 TR pp. 18–20	The circle	People	ways of stidring
background knowledge about	What Does Mother Earth	TR pp. 18–20 TR pp. 21–24		rechie	
texts	Share?	TR pp. 21–24 TR pp. 25–27			
	We Help Each Other	TR pp. 23-27			
• monitor reading by using cueing	I Do Good Things	TR pp. 31–33			
systems, checking if it sounds	Long Ago and Today	TR pp. 34–36			
right (syntax), if it makes sense		TR pp. 37–39			
(semantics), and if it looks right		TR pp. 40–42			
(graphophonics)					
• connect key events or characters					
in a story to personal experiences					

number line, diagrams of life cycles). Competencies Critical Thinking • Demonstrating intellectual	At Home and at School What Do You Share? What Does Mother Earth	TR pp. 16–17 TR pp. 18–20 TR pp. 21–24	The Circle	Ceremony People	Ways of Sharing
INTERPRET, REPRESENT, COMMUNICATE: Interpretation and Representation of Spatial Information (NKU3b) Interpretation and Representation of Spatial Information Students interpret or create simple models and labelled diagrams* to represent spatial information. (e.g.,					
Numeracy QUANTITATIVE INFORMATI Numbers (NKU1b) Using Numbers Students use numbers to in position or value in their environment (e.g., first, second, third, currency, music notes). SPATIAL INFORMATION: Management of Space (NKU2b) Management of Space Students judge and use the space around or between bodies, objects, or shapes in their environment.	At the cond at Schort hat Do Yi Share Viot Docu.vlother arth are? Viot Help Ea Offier I Do Good Things Long Ago and Today	TR p 16 47 TR p 18-20 TR p 25-27 R r 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-39 TR pp. 40-42	Ţ' ~ '	Ceremony People	Ways of Sharing
 attend to periods, question marks, and exclamation marks when reading demonstrate directionality of print, return sweep, and one-to- one word correspondence 					
• read high-utility words and new vocabulary					
 read texts with increasing fluency use text features to construct meaning 					
• retell the sequence of main events (plot)					
make predictions with evidence from texts or personal experiences					



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	integrity, fairness and open-	Share?	TR pp. 25–27			
	mindedness	We Help Each Other	TR pp. 28–30			
•	synthesizing thoughts and	I Do Good Things	TR pp. 31-33			
	information to discover or extend	Long Ago and Today	TR pp. 34–36			
	understandings		TR pp. 37-39			
•	reflecting upon and evaluating		TR pp. 40–42			
	reasoning behind thoughts, beliefs or actions					
	applying reasoned approaches or					
•	relevant criteria to conceptualize,					
	analyze or make judgements					
•	questioning and analyzing					
	evidence, assertions or					
	assumptions					
Con	nmunication					
•	demonstrating respect and					
	responsibility when					
	communicating with other					
•	expressing ideas or concepts					
	using appropriate language,					
	conventions, or protocols					
•	decoding and interpreting ideas					
	or information shared through					
	verbal or non-verbal fc nats					
•	considering perspectiv emotions and experier es when					
	seeking shared unders and ing					
•	clarifying the purpose or					
	intention of a message in relation					
	to audience, context or culture					
Gu	iding Question: How can my fee	lings, ideas, experienc	es, and infor	mation be s	shared throu	ugh various
-	ms of communication?					0
Lea	arning Outcome: Students creat	te texts for the commu	nication of fe	elings, ide	as, experien	ices, and
inf	ormation.					
Con	ceptual Knowledge	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of
•	feelings, ideas, personal	What Do You Share?	TR pp. 18–20		People	Sharing
	experiences, and information help	What Does Mother Earth	TR pp. 21–24			
	generate ideas for text creation	Share?	TR pp. 25–27			
		We Help Each Other	TR pp. 28–30			
•	the writing process includes	I Do Good Things	TR pp. 31-33			
	generating, planning, drafting, and	Long Ago and Today	TR pp. 34–36			
	making changes to ideas (revising)		TR pp. 37–39			
	text features, including titles and		TR pp. 40–42			
	images, add to the message of					
	texts					
•	the order and placement of words					
	and images can help with clear					
	communication					
Pro	cedural Knowledge	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of



 represent feelings, ideas, personal experiences, and information in a variety of texts, including stories, letters, informational texts, or poems explore a variety of ways to generate ideas with one another 	What Do You Share? What Does Mother Earth Share? We Help Each Other I Do Good Things Long Ago and Today	TR pp. 18-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-39 TR pp. 40-42		People	Sharing
• share personal texts with one another					
• create texts with story elements, including characters and events (simple plot)					
• experiment with word choice					
• apply high-utility words when creating texts					
• experiment with text features, including titles, images, and labels					
• print letters and words formed legibly with spacing, which or without digital tools	RA	F	Т		
• explore the keyboard to create text					
• check whether or not text makes sense and consider changes					
• experiment with capital letters and periods when writing simple statements					
• experiment with strategies to spell unknown words					
Literacy	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of
TASK AWARENESS: Task Analysis	What Do You Share?	TR pp. 18-20		People	Sharing
(LA3a) Task Analysis	What Does Mother Earth Share?	TR pp. 21–24 TR pp. 25–27			
Students identify the literacy skills	We Help Each Other	TR pp. 28–30			
needed to complete a task.	I Do Good Things	TR pp. 31–33			
	Long Ago and Today	TR pp. 34–36			
RULES OF LANGUAGE: Conventions		TR pp. 37–39			
(LKU1b) Conventions		TR pp. 40–42			
conventions					

Students begin to understand and use conventions of language (grammatical structure, symbols, notations, punctuation, capitalization, and spelling) to comprehend and communicate texts*. CONSTRUCT MEANING: Vocabulary (LKU3b) Vocabulary Students use an increasing amount of high-frequency vocabulary and acquire new vocabulary related to learning experiences (e.g., describe, compare, life-cycle, province). CONSTRUCT MEANING: Text Organization (LKU3c) Text Organization Students know that texts are organized in different ways based on their purpose. COMMUNICATE MEANING: Intent (LKU4a) Clarity Students present ideas or i in a logical and clear mann some details. COMMUNICATE MEANING: Intent (LKU4c) Intent Students organize texts for different purposes (e.g., to inform, persuade, or entertain). COMMUNICATE MEANING: Modes and Media (LKU4d) Modes* and Media**	RA				
Children explore a variety of modes and media.					
Numeracy QUANTITATIVE INFORMATION: Patterns and Relationships (NKU1d) Patterns and Relationships Students recognize and use patterns in their environment and daily routines (e.g., calendar, seasons). SPATIAL INFORMATION: Management of Space (NKU2b)	At Home and at School What Do You Share? What Does Mother Earth Share? We Help Each Other I Do Good Things Long Ago and Today	TR pp. 16-17 TR pp. 18-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-39 TR pp. 40-42	The Circle	Ceremony People	Ways of Sharing



Management of Space					
Students judge and use the space					
around or between bodies, objects, or					
shapes in their environment.					
Competencies	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of
Creativity and Innovation	What Do You Share?	TR pp. 18–20		People	Sharing
 demonstrating initiative, 	What Does Mother Earth	TR pp. 21–24			
resourcefulness and	Share?	TR pp. 25–27			
perseverance when transforming	We Help Each Other	TR pp. 28–30			
ideas into actions, products or	I Do Good Things	TR pp. 31–33			
services	Long Ago and Today	TR pp. 34–36			
 evaluating and adapting ideas, 		TR pp. 37–39			
materials or processes in		TR pp. 40–42			
response to feedback or emerging					
conditions					
• exploring or playing with ideas,					
materials or processes to create					
something new					
recognizing opportunities and					
imagining possibilities to apply					
ideas in new ways					
Communication					
demonstrating respect					
responsibility when					
communicating with o er					
 expressing ideas or coil epts 					
using appropriate lang					
conventions, or protocols					
 decoding and interpreting ideas 					
or information shared through					
verbal or non-verbal formats					
considering perspectives					
emotions and experiences when					
seeking shared understandings					
 clarifying the purpose or 					
intention of a message in relation					
to audience, context or culture					
Guiding Question: How can curios	ity help me gather and	organize info	ormation fr	om texts to	explore and
make meaning of my world?		-			-
Learning Outcome: Students expe	riment with processes	that satisfy o	curiosity in	the constru	ction and
expression of meaning.					
Conceptual Knowledge	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of
• curiosity helps to explore the	What Do You Share?	TR pp. 18–20		People	Sharing
world through texts	What Does Mother Earth	TR pp. 21–24			
	Share?	TR pp. 25–27			
texts can answer questions and	We Help Each Other	TR pp. 28–30			
provide new information	l Do Good Things	TR pp. 31–33			
	Long Ago and Today	TR pp. 34–36			
information comes from a variety		TR pp. 37–39			



of sources, including people, land, books, or digital texts		TR pp. 40–42			
 Procedural Knowledge share questions and predictions about information gathered from texts and experiences explore differences between a question and a statement identify differences between fact and fiction explore differences between navigating digital tools and other texts 	At Home and at School What Do You Share? What Does Mother Earth Share? We Help Each Other I Do Good Things Long Ago and Today	TR pp. 16-17 TR pp. 18-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-39 TR pp. 40-42	The Circle	Ceremony People	Ways of Sharing
 record observations in various ways, including pictures and words 					
 sort information into suggested categories 		-			
 describe experiences related to gathering information 	$\square \land$				
Literacy IMPORTANCE OF LITERACY: under (LA1a) Purpose Students recognize that literacy is used for many purposes in their everyday lives and provides enjoyment. ACQUIRE INFORMATION: Develop Questions (LKU2a) Develop Questions Through guided activities, students determine a purpose and develop questions to explore topics and search for useful sources* of information.	 Home ind at fillings What Does Mother Earth Share? We Help Each Other I Do Good Things Long Ago and Today 	TR p 16-17 R p 18-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-39 TR pp. 40-42	The C :le	Ceremony People	Ways of Sharing
ACQUIRE INFORMATION: Access (LKU2b) Access Students gather information from a limited number of sources* to respond to a problem, question, or topic.					

r	1	1	1	1	,
ACQUIRE INFORMATION: Evaluate					
(LKU2c)					
Evaluate					
With guidance, students evaluate					
information by identifying fact and					
fiction, determining relevant and					
irrelevant information, and					
considering the intent of the message.					
COMMUNICATE MEANING: Clarity					
(LKU4a)					
Clarity					
Students present ideas or information					
in a logical and clear manner with					
some details.					
some details.					
COMMUNICATE MEANING: Modes and					
Media (LKU4d)					
Modes* and Media**					
Students explore how diverse modes					
and media represent and					
communicate ideas and experiences.					
They choose modes and media to					
share.					
Numeracy	Home ar at Schrol	TR p 16–17	The Ci le	Ceremony	Ways of Sharing
QUANTITATIVE INFORMATIO	V Sat Da Y a Share	TR p 10 10		People	
Organization of Data (NKU1e	hat Do. Mothe	TR p 21-24			
	are?	Rp 25-27			
Organization of Data	We Help Each Other	TR pp. 28–30			
	I Do Good Things	TR pp. 31–33			
Students organize objects, ideas, or	Long Ago and Today	TR pp. 34–36			
information using a classification system.		TR pp. 37–39			
		TR pp. 40–42			
Competencies	At Home and at School	TR pp. 16-17	The Circle	Ceremony	Ways of
Critical Thinking	What Do You Share?	TR pp. 18-17		People	Sharing
Demonstrating intellectual	What Does Mother Earth	TR pp. 21–24		leopie	Sharing
integrity, fairness and open-	Share?	TR pp. 21-24 TR pp. 25-27			
mindedness	We Help Each Other	TR pp. 23-27			
 synthesizing thoughts and 	I Do Good Things	TR pp. 31–33			
information to discover or extend	Long Ago and Today	TR pp. 31–35			
understandings	Long Ago and Today	TR pp. 34–30 TR pp. 37–39			
 reflecting upon and evaluating 		TR pp. 37–39 TR pp. 40–42			
reasoning behind thoughts,		11. pp. 40-42			
beliefs or actions					
applying reasoned approaches or relevant criteria to concentualize					
relevant criteria to conceptualize,					
analyze or make judgements					
questioning and analyzing					
evidence, assertions or					
assumptions					

information effectively and ethically	Share?	TR pp. 25–27			
using, sharing or storing	What Does Mother Earth	TR pp. 21–24			
Managing Information	What Do You Share?	TR pp. 18–17		People	Sharing
Competencies	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of
Numeracy none listed for this learning outcome					
		TR pp. 40–42			
		TR pp. 37–39			
creators.	Long Ago and Today	TR pp. 34–36			
and digital texts are owned by their	I Do Good Things	TR pp. 31–33			
Students recognize that all oral, print,	We Help Each Other	TR pp. 28–30			
Ethical Use	Share?	TR pp. 25–27			
(LKU2d)	What Does Mother Earth	TR pp. 21–24			
ACQUIRE INFORMATION: Ethical Use	What Do You Share?	TR pp. 18–20		People	
Literacy	At Home and at School	TR pp. 40-42 TR pp. 16-17	The Circle	Ceremony	Ways of Sharing
		TR pp. 37–39 TR pp. 40–42			
	Long Ago and Today	TR pp. 34–36 TR pp. 37–39			
	I Do Good Things	TR pp. 31–33			
credit own work	We Help Each Other	TR pp. 28–30			
	Share?	TR pp. 25–27			
stories come from	What Does Mother Earth	TR pp. 21–24			
• recognize creators of text and where	What Do You Share?	TR pp. 18–20		People	
Procedural Knowledge	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of Sharing
		[.] R p 40-42			
		TR p 37–39			
	I Id Toda	TR p			
create	I o Good 1 ngs	TR p 31-33			
• students can own texts t	View Cosh Other	TR p			
	Share?	TR pp. 25–27			
acknowledged	What Does Mother Earth	TR pp. 21–24			
 the owner of texts needs to be 	What Do You Share?	TR pp. 18–20		People	
Conceptual Knowledge	At Home and at School	TR pp. 16-17	The Circle	Ceremony	Ways of Sharing
Learning Outcome: Students descr		•		nership of co	eated texts
Guiding Question: How do we ackr	lowledge the ownershi	in of created	texts?		
to audience, context or culture					
 clarifying the purpose or intention of a message in relation 					
seeking shared understandings					
emotions and experiences when					
considering perspectives					
verbal or non-verbal formats					
or information shared through					
decoding and interpreting ideas					
conventions, or protocols					
using appropriate language,					
• expressing ideas or concepts					
communicating with other					
responsibility when					
• demonstrating respect and					



 evaluating authenticity, reliability or validity to appropriately interpret or use information synthesizing or organizing multiple pieces of information to enhance or clarify understanding accessing information from a variety of digital or non-digital sources 	We Help Each Other I Do Good Things Long Ago and Today	TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-39 TR pp. 40-42			
Communication					
• demonstrating respect and responsibility when communicating with other					
expressing ideas or concepts using appropriate language, conventions, or protocols					
decoding and interpreting ideas or information shared through verbal or non-verbal formats					
 considering perspectives 					
emotions and experiences when					
seeking shared understandings					
clarifying the purpose intention of a message in relation					
to audience, context o sulture					
Guiding Question: Why s it imp r	ta t to u my!	to beak u	p for n self	f?	<u> </u>
Learning Outcome: Stu				n.	
Conceptual Knowledge	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of
• it is important to speak up for	What Do You Share?	TR pp. 18–20		People	Sharing
oneself to express thoughts,	What Does Mother Earth	TR pp. 21–24			
ideas, and views	Share?	TR pp. 25–27			
	We Help Each Other	TR pp. 28–30			
• an individual's voice, thoughts,	I Do Good Things	TR pp. 31–33			
and ideas matter	Long Ago and Today	TR pp. 34–36			
		TR pp. 37-39 TR pp. 40-42			
Procedural Knowledge	At Home and at School	TR pp. 40–42 TR pp. 16–17	The Circle	Ceremony	Ways of
 share why words, body language, 	What Do You Share?	TR pp. 18–17 TR pp. 18–20		People	Sharing
and images are important forms	What Does Mother Earth	TR pp. 21–24		i copic	Silaring
of self-expression	Share?	TR pp. 25–27			
	We Help Each Other	TR pp. 28–30			
• express why it is important to	l Do Good Things	TR pp. 31–33			
share thoughts, ideas, and views	Long Ago and Today	TR pp. 34–36			
		TR pp. 37–39			
		TR pp. 40–42			
Literacy	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of
IMPORTANCE OF LITERACY:	What Do You Share?	TR pp. 18–20		People	Sharing
Participation (LA1b)	What Does Mother Earth	TR pp. 21-24			
Participation	Share?	TR pp. 25–27			



With guidance, students recognize how being literate enables them to participate in local and global communities. COMMUNICATE MEANING: Clarity (LKU4a) Clarity Students present ideas or information in a logical and clear manner with some details.	We Help Each Other I Do Good Things Long Ago and Today	TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-39 TR pp. 40-42			
Numeracy none listed for this learning outcome Competencies Critical Thinking • Demonstrating intellectual integrity, fairness and open- mindedness • synthesizing thoughts and information to discover or extend understandings • reflecting upon and evaluating reasoning behind thoughts, beliefs or actions • applying reasoned app baches or relevant criteria to cor eptualize analyze or make judge ents • questioning and analy: • questioning and analy: • questioning optimism, flexibility or resilience when adapting to new situations and transitions • building healthy relationships to support growth and well-being of self and others • making choices or taking action to promote the safety and well- being of self or others • exploring, selecting or adapting strategies and resources that support personal growth in life,	At Home and at School What Do You Share? What Does Mother Earth Share? We Help Each Other I Do Good Things Long Ago and Today	TR pp. 16-17 TR pp. 18-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-39 TR pp. 40-42	The Circle	Ceremony People	Ways of Sharing
 school or career pathways identifying interests, values or skills to set learning, life or career goals 					

Essential Understanding					
	Little Books	Teacher's	Read	Video	Charad Deading
Developing and affirming identity contributes to well-being	LITTLE DOOKS	Resource	Aloud	(Online	Shared Reading (Online
and understandings of self and		Resource	(Teacher's	Teaching	Teaching
one another.			(leachers) Resource)	Centre)	Centre)
Guiding Question: What are the w	units I can only and on	gago with a	,	-	centre)
Learning Outcome: Students inve			-		ongoging with a
variety of texts.		ale ways to	iniu enjoyn	ient wien	engaging with a
Conceptual Knowledge	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of Sharing
choosing preferred texts can	What Do You Share?	TR pp. 18–20		People	
provide enjoyment	What Does Mother Earth	TR pp. 21–24		•	
	Share?	TR pp. 25–27			
• there are many ways to engage	We Help Each Other	TR pp. 28–30			
with texts when reading, writing,	I Do Good Things	TR pp. 31–33			
listening, speaking, viewing, or	Long Ago and Today	TR pp. 34–36			
representing		TR pp. 37–39			
		TR pp. 40–42			
• genres, features, vocabulary, and					
amount of text (literacy demands)					
can affect engagement					
Procedural Knowledge	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of Sharing
 select texts related to the literacy 	What Do You Share?	TR pp. 18–17 TR pp. 18–20		People	
demands and purpose	What Does Mother Earth	TR pp. 21–24		· copic	
acinanas ana parpose	Share?	TR pp. 21-24 TR pp. 25-27			
• identify what makes a xt	V Help Ea Other	TR pr 28-30			
enjoyable	I b Good 7 ings	TR pr 1-33			
	L ng Ag, and Tod	TR pr 34-36			
• express what makes a xt	- 10,10, 10, 10,	R pr 37-39			
engaging or enjoyable for oneself		\р ₁ 37-39 1крр. 40-42			
		pp042			
Litorocy	At Home and at School	TD pp 16 17	The Circle	Coromoni	Ways of Charing
		TR pp. 16-17	The circle	Ceremony	Ways of Sharing
MPORTANCE OF LITERACY: Purpose	What Do You Share? What Does Mother Earth	TR pp. 18-20		People	
(LA1a) Burnoso		TR pp. 21-24			
Purpose Students recognize that literacy is used	Share? We Help Each Other	TR pp. 25-27			
Students recognize that literacy is used	We Help Each Other	TR pp. 28-30			
for many purposes in their everyday	I Do Good Things	TR pp. 31-33			
lives and provides enjoyment.	Long Ago and Today	TR pp. 34-36			
CONCEPTION MEANING DE A		TR pp. 37-39			
CONSTRUCT MEANING: Background		TR pp. 40–42			
Knowledge (LKU3a)					
Background Knowledge					
Students make connections to their					
background knowledge to support					
understanding of a new idea or topic.					
COMMUNICATE MEANING: Clarity					
(LKU4a)					
(LK04a) Clarity					
Students present ideas or information					
students present ideas of information					

none listed for this learning outcome	Numeracy					
Critical Thinking • Demonstrating intellectual integrity, fairness and open- mindedness • synthesizing thoughts and information to discover or extend understandings • reflecting upon and evaluating reasoning behind thoughts, beliefs or actions • applying reasoned approaches or relevant criteria to conceptualize, analyze or make judgements • questioning and analyzing evidence, assertions or assumptions Personal Growth and Well- ring • demonstrating optimic , flexibili or resilience when ada ing to ne situations and transiti is • building healthy relati	-					
 Demonstrating intellectual integrity, fairness and openmindedness synthesizing thoughts and information to discover or extend understandings reflecting upon and evaluating reasoning behind thoughts, beliefs or actions applying reasoned approaches or relevant criteria to conceptualize, analyzeo make judgements questioning and analyzing evidence, assertions or assumptions Personal Growth and Well-rung demonstrating optimi: h, flexibili or resilience when add ing to ne situations and transiti is building healthy relation promote the safety and well-being of self or others exploring, selecting or adapting strategies and resources that support personal growth in life, school or career pathways identifying interests, values or skills to set learning, life or career 				The Circle		Ways of Sharing
 demonstrating optimis n, flexibility or resilience when ada ting to nestituations and transitions building healthy relationary to support growth and well-being of self and others making choices or taking action to promote the safety and well-being of self or others exploring, selecting or adapting strategies and resources that support personal growth in life, school or career pathways identifying interests, values or skills to set learning, life or career 	 Demonstrating intellectual integrity, fairness and open- mindedness synthesizing thoughts and information to discover or extend understandings reflecting upon and evaluating reasoning behind thoughts, beliefs or actions applying reasoned approaches or relevant criteria to conceptualize, analyze or make judgements questioning and analyzing evidence, assertions or 	What Does Mother Earth Share? We Help Each Other I Do Good Things	TR pp. 21–24 TR pp. 25–27 TR pp. 28–30 TR pp. 31–33 TR pp. 34–36 TR pp. 37–39		People	
	 demonstrating optimis h, flexibile r or resilience when adailing to ne situations and transitions building healthy relationer to support growth and well-being of self and others making choices or taking action to promote the safety and well-being of self or others exploring, selecting or adapting strategies and resources that support personal growth in life, school or career pathways identifying interests, values or skills to set learning, life or career 	RA				



Conceptual Knowledge stories and personal experiences contribute to an awareness of self 	At Home and at School What Do You Share? What Does Mother Earth Share? We Help Each Other I Do Good Things Long Ago and Today	TR pp. 16-17 TR pp. 18-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-39 TR pp. 40-42	The Circle	Ceremony People	Ways of Sharing
 Procedural Knowledge share personal experiences related to those represented in texts explore an awareness of self through texts connect experiences of home, family, community, or culture to an awareness of self 	At Home and at School What Do You Share? What Does Mother Earth Share? We Help Each Other I Do Good Things Long Ago and Today	TR pp. 16-17 TR pp. 18-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-39 TR pp. 40-42	The Circle	Ceremony People	Ways of Sharing
Literacy CONSTRUCT MEANING: Background Knowledge (LKU3a) Background Knowledge Students make connection background knowledge to understanding of a new ide or topic COMMUNICATE MEANING: Clarity (LKU4a) Clarity Students present ideas or information in a logical and clear manner with some details.	At Home and at School What Do You Share? What Does Mother Earth Sare: V Help Ea Othe I Second Tony	TR pp. 16-17 TR pp. 18-20 TR pp. 21-24 TR pr 28-30 TR pr 34-36 pr 37-39 TR pp. 40-42	The Circle	Ceremony People	Ways of Sharing
Numeracy none listed for this learning outcome Competencies Communication • demonstrating respect and responsibility when communicating with other • expressing ideas or concepts using appropriate language, conventions, or protocols • decoding and interpreting ideas or information shared through verbal or non-verbal formats • considering perspectives emotions and experiences when seeking shared understandings	At Home and at School What Do You Share? What Does Mother Earth Share? We Help Each Other I Do Good Things Long Ago and Today	TR pp. 16-17 TR pp. 18-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-39 TR pp. 40-42	The Circle	Ceremony People	Ways of Sharing

• clarifying the purpose or intention			
of a message in relation to			
audience, context or culture			
Personal Growth and Well-being			
 demonstrating optimism, flexibility 			
or resilience when adapting to new			
situations and transitions			
 building healthy relationships to 			
support growth and well-being of			
self and others			
making choices or taking action to			
promote the safety and well-being			
of self or others			
• exploring, selecting or adapting			
strategies and resources that			
support personal growth in life,			
school or career pathways			
 identifying interests, values or 			
skills to set learning, life or career goals			
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Essential Understanding					
Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together	Little Books	Teacher's Resource	Read Aloud (Teacher's Resource)	Video (Online Teaching Centre)	Shared Reading (Online Teaching Centre)
Guiding Question: How are my vie	ews connected to texts	and my per			centrey
Learning Outcome: Students conr			-		s and personal
experiences.		those repres			s and personal
Conceptual Knowledge	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of Sharing
 views can be similar or 	What Do You Share?	TR pp. 18–20		People	
different	What Does Mother Earth	TR pp. 21–24			
	Share?	TR pp. 25–27			
• views in texts can be	We Help Each Other	TR pp. 28–30			
similar or different	I Do Good Things	TR pp. 31–33			
from personal views	Long Ago and Today	TR pp. 34–36			
		TR pp. 37–39			
views are connected to		TR pp. 40–42			
personal experiences					
Procedural Knowledge	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of Sharing
connect personal views to personal	What Do You Share?	TR pp. 18–20		People	
experiences	What Does Mother Earth	TR pp. 21–24			
	Share?	TR pp. 25–27			
connect personal views to those	Wo Holp Fach Other	TR pr 20 20			
found in texts	I b Good i ings	TR pr 31-33			
	L 19 Ago - J Toda	TR pr 24-26			
 recognize how personal views and those of characters from texts of the 		TR pr 37-39			
be the same or different		pr 10–42 ?			
be the same or different					
Literacy	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of Sharing
CONSTRUCT MEANING: Background	What Do You Share?	TR pp. 18–20		People	
Knowledge (LKU3a)	What Does Mother Earth				
Background Knowledge	Share?	TR pp. 25–27			
Students make connections to their	We Help Each Other	TR pp. 28–30			
background knowledge to support	I Do Good Things	TR pp. 31–33			
understanding of a new idea or topic.	Long Ago and Today	TR pp. 34–36			
		TR pp. 37–39			
CONSTRUCT MEANING: Comprehension		TR pp. 40–42			
Strategies (LKU3d)					
Comprehension Strategies*					
Students develop and use strategies					
when viewing, listening to, and					
interacting with texts.					
Numero					
Numeracy					
none listed for this learning outcome					



 Competencies Critical Thinking Demonstrating intellectual integrity, fairness and open- mindedness synthesizing thoughts and information to discover or extend understandings reflecting upon and evaluating reasoning behind thoughts, beliefs or actions applying reasoned approaches or relevant criteria to conceptualize, 	At Home and at School What Do You Share? What Does Mother Earth Share? We Help Each Other I Do Good Things Long Ago and Today	TR pp. 16-17 TR pp. 18-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-39 TR pp. 40-42	The Circle	Ceremony People	Ways of Sharing
 analyze or make judgements questioning and analyzing evidence, assertions or assumptions 					
 Personal Growth and Well-being demonstrating optimism, flexibility or resilience when adapting to new situations and transitions building healthy relationships to support growth and well-being of self and others making choices or taking action in promote the safety an overline well-bein of self or others exploring, selecting or accepting strategies and resources that support personal growth in life, school or career pathways identifying interests, values or skills to set learning, life or career goals 	RA				
Essential Understanding					
Exploring connections strengthens our understandings of relationships to help us make meaning of the world.	Little Books	Teacher's Resource	Read Aloud (Teacher's Resource)	Video (Online Teaching Centre)	Shared Reading (Online Teaching Centre)
Guiding Question: How are perso	•				
Learning Outcome: Students shar			_		-
 Conceptual Knowledge language (verbal and non-verbal) is connected to feelings and personal experiences 	At Home and at School What Do You Share? What Does Mother Earth Share? We Help Each Other I Do Good Things Long Ago and Today	TR pp. 16-17 TR pp. 18-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-39 TR pp. 40-42	The Circle	Ceremony People	Ways of Sharing

 Procedural Knowledge recognize that language used is connected to personal experiences share connections between language, feelings, and personal experiences 	At Home and at School What Do You Share? What Does Mother Earth Share? We Help Each Other I Do Good Things Long Ago and Today	TR pp. 16-17 TR pp. 18-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-39 TR pp. 40-42	The Circle	Ceremony People	Ways of Sharing
Literacy CONSTRUCT MEANING: Background Knowledge (LKU3a) Background Knowledge Students make connections to their background knowledge to support understanding of a new idea or topic.	At Home and at School What Do You Share? What Does Mother Earth Share? We Help Each Other I Do Good Things Long Ago and Today	TR pp. 16-17 TR pp. 18-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-39 TR pp. 40-42	The Circle	Ceremony People	Ways of Sharing
Numeracy none listed for this learning outcome					
Competencies Communication • demonstrating respect and responsibility when communicating with o • expressing ideas or co appropriate language, onventir s, or protocols • decoding and interpreting ideas or information shared through verbal or non-verbal formats • considering perspectives emotions and experiences when seeking shared understandings • clarifying the purpose or intention of a message in relation to audience, context or culture Personal Growth and Well-being • demonstrating optimism, flexibility or resilience when adapting to new situations and transitions • building healthy relationships to support growth and well-being of self and others • making choices or taking action to promote the safety and well-being of self or others • exploring, selecting or adapting		TR pp. 16-17 TR pp. 18-20 TR pp. 21-24 TR pf 25-27 TR pf 31-33 R pf 34-36 TR pp. 37-39 TR pp. 40-42	The Circle	Ceremony People	Ways of Sharing

strategies and resources that support personal growth in life,					
school or career pathways					
 identifying interests, values or 					
skills to set learning, life or career					
goals					
Guiding Question: How can texts	reflect how First Natio	ns Métis ar	nd Inuit bui	ild and mai	ntain
connections within and among co		, meens, ar			
Learning Outcome: Students con		hat show how	v to build a	and mainta	in relationships
within First Nations, Métis, and In					
Conceptual Knowledge	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of Sharing
• texts show how ceremonies and	What Do You Share?	TR pp. 18–20		People	, 0
celebrations connect people within	What Does Mother Earth	TR pp. 21–24			
communities (kinship)	Share?	TR pp. 25–27			
-	We Help Each Other	TR pp. 28–30			
	I Do Good Things	TR pp. 31–33			
	Long Ago and Today	TR pp. 34–36			
	-	TR pp. 37–39			
		TR pp. 40–42			
Procedural Knowledge	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of Sharing
• experience texts that show the	What Do You Share?	TR pp. 18–20		People	
diversity of First Nations, Métis,	What Does Mother Earth	TR pp. 21–24			
and Inuit communities	Share?	TR pp. 25–27			
	We Help Each Other	TR pp. 28–30	_		
explain how gathering: ind	I b Good h ings	TR pr 31–33			
celebrations strengthe	L ng Ago a 🗸 Toda	TR pr 34–36			
relationships within comunities		TR pr 37–39			
		R pr 10–42			
Literacy	Aι Home anu ai school	Դ ⊾pp. 16–17	The Circle	Ceremony	Ways of Sharing
ACQUIRE INFORMATION: Access	What Do You Share?	TR pp. 18–20		People	
(LKU2b)	What Does Mother Earth				
Access	Share?	TR pp. 25–27			
Students gather information from a	We Help Each Other	TR pp. 28–30			
limited number of sources* to respond	I Do Good Things	TR pp. 31–33			
to a problem, question, or topic.	Long Ago and Today	TR pp. 34–36			
CONCEPTION MEANING, De chamanad		TR pp. 37-39			
CONSTRUCT MEANING: Background		TR pp. 40–42			
Knowledge (LKU3a) Background Knowledge					
Students make connections to their					
background knowledge to support					
understanding of a new idea or topic.					
CONSTRUCT MEANING: Comprehension					
Strategies (LKU3d)					
Comprehension Strategies*					
Students develop and use strategies					
when viewing, listening to, and					
interacting with texts.					
COMMUNICATE MEANING: Clarity					
(LKU4a)					

Clarity						
Students present ideas or information						
in a logical and clear manner with some						
details.						
Numeracy						
none listed for this learning outcome						
Competencies	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of Sharing	
Communication	What Do You Share?	TR pp. 18–20		People		
• demonstrating respect and	What Does Mother Earth	••		•		
responsibility when	Share?	TR pp. 25–27				
communicating with other	We Help Each Other	TR pp. 28–30				
• expressing ideas or concepts using	I Do Good Things	TR pp. 31–33				
appropriate language, conventions,	U U	TR pp. 34–36				
or protocols	00	TR pp. 37–39				
• decoding and interpreting ideas or		TR pp. 40–42				
information shared through verbal						
or non-verbal formats						
• considering perspectives emotions						
and experiences when seeking						
shared understandings						
• clarifying the purpose or intention						
of a message in relation to						
audience, context or culture						
Cultured and Clabel Citizen						
Cultural and Global Citizen up						
 valuing equity and divestity and believing in the capacient to make 						
difference						
 evaluating the impact or accisions 						
or actions on the dignity and well-						
being of individuals or						
communities						
demonstrating responsible						
citizenship through actions that						
contribute to healthy and						
sustainable communities						
• analyzing various ways in which						
decisions are made within cultural,						
environmental, political or						
economic systems						
• considering diverse perspectives						
when examining interactions						
between cultural, environmental,						
political or economic systems and						
communities						
Guiding Question: How can language be used to develop relationships?						
Learning Outcome: Students shar						
Conceptual Knowledge	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of Sharing	
collaboration means working	What Do You Share?	TR pp. 18–20		People		
together toward a common goal	What Does Mother Earth	TR pp. 21–24			<u> </u>	

			1		
	Share?	TR pp. 25–27			
each person's participation in a	We Help Each Other	TR pp. 28–30			
group is important for collaboration	•	TR pp. 31–33			
	Long Ago and Today	TR pp. 34–36			
		TR pp. 37–39			
		TR pp. 40–42			
Procedural Knowledge	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of Sharing
• discuss collaborative relationships	What Do You Share?	TR pp. 18–20		People	
presented in texts	What Does Mother Earth	TR pp. 21–24			
	Share?	TR pp. 25–27			
share own words and actions that	We Help Each Other	TR pp. 28–30			
support collaboration	l Do Good Things	TR pp. 31–33			
	Long Ago and Today	TR pp. 34–36			
use language that supports working		TR pp. 37–39			
collaboratively toward a common		TR pp. 40–42			
goal					
Literacy	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of Sharing
IMPORTANCE OF LITERACY:	What Do You Share?	TR pp. 18–20		People	
Participation (LA1b)	What Does Mother Earth				
Participation	Share?	TR pp. 25–27			
With guidance, students recognize how	We Help Each Other	TR pp. 28–30			
being literate enables them to	l Do Good Things	TR pp. 31–33			
participate in local and global	Long Ago and Today	TR pp. 34–36			
communities.		TR pp. 37–39			
		TRp; +∪–4∠			
LEARNER AWARENESS: Pers nal Insigi					
(LA2a)					
Personal Insight					
With guidance, students identry meir					
literacy strengths and how they can					
regulate* their learning.					
TASK AWARENESS: Task Analysis (LA3a)					
Task Analysis					
Students identify the literacy skills					
needed to complete a task.					
COMMUNICATE MEANING: Audience					
(LKU4b)					
Audience					
Students adjust oral and written					
language, as appropriate, when					
communicating with peers and adults					
(e.g., to respect social/cultural					
practices, formal and informal					
situations).					
Numeracy					
none listed for this learning outcome					
Competencies	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of Sharing
Communication	What Do You Share?	TR pp. 18–20		People	
demonstrating respect and	What Does Mother Earth	TR pp. 21–24			
responsibility when	Share?	TR pp. 25–27			



 communicating with other expressing ideas or concepts using appropriate language, conventions, or protocols decoding and interpreting ideas or information shared through verbal or non-verbal formats considering perspectives emotions and experiences when seeking 	We Help Each Other I Do Good Things Long Ago and Today	TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-39 TR pp. 40-42	
 shared understandings clarifying the purpose or intention of a message in relation to audience, context or culture 			
 Collaboration valuing flexibility, compromise and the contributions of others to nurture positive working relationships exhibiting reciprocity and trust when sharing ideas or roles demonstrating sensitivity to diverse cultures, audiences or contexts when working with others sharing responsibilities mu supporting other to ac eve a common goal 	RA		

Grade 1				
Component	Social Studies	Science	Wellness	Arts
Levelled Reade	ers			
At Home and at School	Levelled Reader; TR pp. 26–28	Levelled Reader; TR pp. 26–28	Levelled Reader; TR pp. 26–28	
	 Essential Understanding Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society. Outcomes Students investigate and represent ways individuals contribute to diverse communities. Students describe how fairness can affect interactions with one another. Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together. Outcomes Students explore and represent stories of diverse communities, past and present. Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world. Outcomes Students illustrate personal connections to land and place. 	Essential Understanding Investigating change and the diversity of Earth's systems helps us to develop understandings of the conditions necessary to sustain life. Outcomes • Students investigate and compare how living things interact with the environment to meet basic needs.	that contribute to personal well- being.Students demonstrate friendship through words and actions.	

	 Students explain how individual needs may be addressed. <i>Essential Understanding</i> Developing and affirming identity contributes to well-being and understandings of self and one another. <i>Outcomes</i> Students explain how personal constitutes to the providential to the providentiale			
What Do You	experiences shape identity. Levelled Reader; TR pp. 29–31	Levelled Reader; TR pp. 29–31	Levelled Reader; TR pp. 29–31	Levelled Reader; TR pp. 29–31
Share?	 Essential Understanding Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society. Outcomes Students investigate and represent ways individuals contribute to diverse communities. Students describe how fairness can affect interactions with one another. Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together. Outcomes Students explore and represent stories of diverse communities, past and present. 	 Essential Understanding Investigating change and the diversity of Earth's systems helps us to develop understandings of the conditions necessary to cuctain life. Outcomes Stude ts invest gat and compare how long things in eract with the environment to meet basic needs. Essential Understanding Investigating matter and energy facilitates understandings of natural phenomena and can inspire discovery and innovation. Outcomes Students investigate physical changes to everyday materials. Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world. Outcomes	Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world. Outcomes udents describe people, aces, and routines in the community that contribute to personal well-being.	 Essential Understanding Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways. Outcomes Students explore artistic expression to represent ideas and experiences. Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world. Outcomes Students explore connections between self and one another through art experiences.

	 Exploring connections strengthens our understandings of relationships to help us make meaning of the world. <i>Outcomes</i> Students illustrate personal connections to land and place. Students explain how individual needs may be addressed. Essential Understanding Developing and affirming identity contributes to well-being and understandings of self and one another. <i>Outcomes</i> Students explain how personal experiences shape identity. 	Students describe the relationship between personal actions and the environment.		
Component	Social Studies	Science	Wollness	Arts
What Does Mother Earth Share?	 Levelled Reader; TR pp. 32-34 Essential Understanding Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society. Outcomes Students investigate and represent ways individuals contribute to diverse communities. Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together. Outcomes Students explore and represent Students explore and represent 	 Levelled F ader; 1 pp 2 34 Essential Loderstendin, Investigating change and the diversity of Earth's systems helps us to develop understandings of the conditions necessary to sustain life. Outcomes Students investigate and compare how living things interact with the environment to meet basic needs. Essential Understanding Investigating matter and energy facilitates understandings of natural phenomena and can inspire discovery and innovation. Outcomes Students investigate physical 	 See ial Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world. <i>Outcomes</i> Students describe people, places, and routines in the community that contribute to personal wellbeing. 	



	stories of diverse communities,	changes to everyday materials.		
	past and present.			
		Essential Understanding		
	Essential Understanding	Exploring connections strengthens our		
	Exploring connections strengthens	understandings of relationships to		
	our understandings of relationships to	help us make meaning of the world.		
	help us make meaning of the world.	Outcomes		
	Outcomes	• Students describe the relationship		
	Students illustrate personal	between personal actions and the		
	connections to land and place.	environment.		
	• Students explain how individual			
	needs may be addressed.			
	Essential Understanding			
	Developing and affirming identity			
	contributes to well-being and			
	understandings of self and one			
	another.			
	Outcomes			
	• Students explain how personal experiences shape identity.	ПЛА		
We Help Each Other	Levelled Reader; TR pp. 35–37		Levelled Reader; TR pp. 35–37	Levelled Reader; TR pp. 35–37
	Essential Understanding		Essential Understanding	Essential Understanding
	Active citizenship contributes to the		Exploring connections strengthens our	Engaging with various forms of
	vitality of communities that can		understandings of relationships to	communication and expression allows
	promote pluralism among diverse		help us make meaning of the world.	us to represent and interpret our
	people in a democratic society.		Outcomes	understandings of the world in
	Outcomes		• Students describe people, places,	multiple ways.
	Students investigate and		and routines in the community	Outcomes
	represent ways individuals		that contribute to personal well-	• Students explore artistic
	contribute to diverse		being.	expression to represent ideas
	communities.Students describe how fairness		• Students demonstrate friendship	and experiences.
	Students describe how fairness can affect interactions with one		through words and actions.	
	another.			Essential Understanding
				Exploring connections strengthens
				our understandings of relationships



	 Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together. Outcomes Students explore and represent stories of diverse communities, past and present. Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world. 			 to help us make meaning of the world. <i>Outcomes</i> Students explore connections between self and one another through art experiences.
	 Outcomes Children describe how needs may be unique. Students explain how individual needs may be addressed. Essential Understanding Developing and affirming identity contributes to well-being and understandings of self and one another. Outcomes Students explain how personal experiences shape identity. 	Dra	ft	
l Do Good Things	Levelled Reader; TR pp. 41-43 Essential Understanding Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society. Outcomes • Students investigate and represent ways individuals	 Levelled Reader; TR pp. 38-40 Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world. Outcomes Children explore nature and describe personal connections to it. 	 Levelled Reader; TR pp. 38-40 Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world. Outcomes Students describe people, places, and routines in the community that contribute to personal well- 	Levelled Reader; TR pp.38-40 Essential Understanding Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways. Outcomes • Students explore artistic



 contribute to diverse		being.	expression to represent ideas
communities.	Essential Understanding	• Students demonstrate friendship	and experiences.
Students describe how fairness	Exploring connections strengthens our	through words and actions.	
can affect interactions with one	understandings of relationships to		Essential Understanding
another.	help us make meaning of the world.		Exploring connections strengthens our
	Outcomes		understandings of relationships to
Essential Understanding	• Students describe the relationship		help us make meaning of the world.
Analyzing diverse worldviews and	between personal actions and the		Outcomes
experiences fosters our ability and	environment.		Students explore connections
willingness to live well together.			between self and one another
Outcomes			through art experiences.
• Students explore and represent			
stories of diverse communities,			
past and present.			
Essential Understanding			
Exploring connections strengthens			
our understandings of relationships to			
help us make meaning of the world.			
Outcomes			
Students illustrate personal	Dra		
connections to land and place.			
• Students explain how individual			
needs may be addressed.			
Essential Understanding			
Developing and affirming identity			
contributes to well-being and			
understandings of self and one			
another.			
Outcomes			
• Students explain how personal			
experiences shape identity			

Component	Social Studies	Science	Wellness	Arts
Long Ago and Today	Levelled Reader; TR pp. 41–43	Levelled Reader; TR pp. 41–43	Levelled Reader; TR pp. 41–43	Levelled Reader; TR pp. 41–43
	Essential Understanding	Essential Understanding	Essential Understanding	Essential Understanding
	Active citizenship contributes to the	Investigating change and the diversity	Exploring connections strengthens our	Engaging with various forms of
	vitality of communities that can	of Earth's systems helps us to develop	understandings of relationships to	communication and expression
	promote pluralism among diverse	understandings of the conditions	help us make meaning of the world.	allows us to represent and interpret
	people in a democratic society.	necessary to sustain life.	Outcomes	our understandings of the world in
	Outcomes	Outcomes	• Students describe people, places,	multiple ways.
	Students investigate and	 Students investigate and 	and routines in the community	Outcomes
	represent ways individuals	compare how living things	that contribute to personal well-	Students explore artistic
	contribute to diverse	interact with the environment to	being.	expression to represent ideas
	communities.	meet basic needs.		and experiences.
	• Students describe how fairness			
	can affect interactions with one	Essential Inders. Inding		Essential Understanding
	another.	Investiga ng matt ai rene.gy	ET.	Exploring connections strengthens our
		facilitate: underst indi gs of iaturi		understandings of relationships to
	Essential Understanding	phenomena and can inspire discovery		help us make meaning of the world.
	Analyzing diverse worldviews and	and innovation.		Outcomes
	experiences fosters our ability and	Outcomes		Students explore connections
	willingness to live well together.	• Students investigate physical		between self and one another
	Outcomes	changes to everyday materials.		through art experiences.
	• Students explore and represent			
	stories of diverse communities,	Essential Understanding		
	past and present.	Exploring connections strengthens our		
		understandings of relationships to		
	Essential Understanding	help us make meaning of the world.		
	Exploring connections strengthens our	Outcomes		
	understandings of relationships to	• Students describe the relationship		
	help us make meaning of the world.	between personal actions and the		
	Outcomes	environment.		
	• Students illustrate personal			
	connections to land and place.			
	• Students explain how individual			
	needs may be addressed.			

Online Too -	Essential Understanding Developing and affirming identity contributes to well-being and understandings of self and one another. Outcomes • Students explain how personal experiences shape identity			
Online Teach Video: Ceremony People	 ing Centre Levelled Reader; TR pp. 16-18 <i>Essential Understanding</i> Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society. <i>Outcomes</i> Students investigate and represent ways individuals contribute to diverse communities. Students describe how fairness can affect interactions with one another. <i>Essential Understanding</i> Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together. <i>Outcomes</i> Students explore and represent stories of diverse communities, past and present. 	 Levelled Reader; TR pp. 16-18 Essential Understanding Exploring connections strengthens our understandings of relationships to help us relevaning of the world. Outcome: Chile en explore that and describe perional connection of it. Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world. Outcomes Students describe the relationship between personal actions and the environment. 	 understandings of relationships to up us make meaning of the world. Students describe people, places, and routines in the community that contribute to personal wellbeing. 	

Shared	 understandings of relationships to help us make meaning of the world. <i>Outcomes</i> Students illustrate personal connections to land and place. <i>Essential Understanding</i> Developing and affirming identity contributes to well-being and understandings of self and one another. <i>Outcomes</i> Students explain how personal experiences shape identity. Levelled Reader; TR pp. 41-43 	Levelled Reader; TR pp. 22-25	Levelled Reader; TR pp. 22-25	
Reading: Ways of Sharing	 Essential Understanding Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society. Outcomes Students investigate and represent ways individuals contribute to diverse communities. Students describe how fairness can affect interactions with one another. Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together. Students explore and represent stories of diverse communities, past and present. 	 Essential muers inding Investigaing chan e a cone over, ty of Earth's systems reliable us to develop understail opport the onditions necessary to sustain life. Outcomes Students investigate and compare how living things interact with the environment to meet basic needs. Essential Understanding Investigating matter and energy facilitates understandings of natural phenomena and can inspire discovery and innovation. Outcomes Students investigate physical changes to everyday materials. 	 csse tial Understanding Exp. nng connections strengthens our inderstandings of relationships to h. – us make meaning of the world. Outcomes Students describe people, places, and routines in the community that contribute to personal well- being. Students demonstrate friendship through words and actions. 	
I	1 h <u>.</u>	42		NELSON

Read Aloud: The Circle	Levelled Reader; TR pp. 19-21 Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together. Outcomes • Students explore and represent stories of diverse communities, past and present.	Levelled Reader; TR pp. 19–21 Essential Understanding Investigating change and the diversity of Earth's systems helps us to develop understandings of the conditions necessary to sustain life. Outcomes • Students investigate and compare how living things	 Levelled Reader; TR pp. 19-21 <i>Essential Understanding</i> Exploring connections strengthens our understandings of relationships to help us make meaning of the world. <i>Outcomes</i> Students describe people, places, and routines in the community that contribute to personal well- 	
Component Teacher's Res	Social Studies	Science	Weimess	Arts
	 Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world. Outcomes Students illustrate personal connections to land and place. Students explain how individual needs may be addressed. Essential Understanding Developing and affirming identity contributes to well-being and understandings of self and one another. Outcomes Students explain how personal experiences shape identity. 	understandings of relationships to help us make meaning of the world. Outcomes • Students describe the relationship between personal actions and the environment.	64	

 Students illustrate personal connections to land and place. Students explain how individual needs may be addressed. 	 phenomena and can inspire discovery and innovation. <i>Outcomes</i> Students investigate physical changes to everyday materials. 	
Essential Understanding		
Developing and affirming identity	Essential Understanding	
contributes to well-being and	Exploring connections strengthens our	
understandings of self and one	understandings of relationships to	
another.	help us make meaning of the world.	
Outcomes	Outcomes	
Students explain how personal	• Students describe the	
experiences shape identity.	relationship between personal	
	actions and the environment.	

Draft

