



Grade 1: English Language Arts

Essential Understanding

Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways.

Shared Reading Books

Teacher's Resource

Read Aloud (Teacher's Resource)

Video (Online Teaching Centre)

Shared Reading (Online Teaching Centre)

Guiding Question: What are the different ways I can use my oral communication skills?

Learning Outcome: Students apply oral communication skills when participating in discussions.

Conceptual Knowledge <ul style="list-style-type: none"> oral and body language can be used to communicate a message messages can be communicated orally in a variety of ways oral language changes when participating in discussions with peers or adults ideas about topics, experiences, and feelings can be shared orally oral storytelling is used to share stories of cultures, including Francophone 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 	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 <ul style="list-style-type: none"> experiment with ways to orally communicate personal stories, events, and information informally communicate using courtesy phrases, familiar phrases, and expressions use language that reflects differences in interactions with peers and adults 	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

<ul style="list-style-type: none"> experiment with tone of voice, 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 by turn taking and attending to the speaker respond respectfully to the contributions of one another 					
<p>Literacy IMPORTANCE OF LITERACY: Purpose (LA1a) Purpose Students recognize that literacy is used for many purposes in their everyday lives and provides enjoyment.</p> <p>IMPORTANCE OF LITERACY: Participation (LA1b) Participation With guidance, students recognize how being literate enables them to participate in local and global communities.</p> <p>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*.</p> <p>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).</p>	<p>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</p>	<p>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. 37–38 TR pp. 40–42</p>	The Circle	Ceremony People	Ways of Sharing

<p>CONSTRUCT MEANING: Comprehension Strategies (LKU3d) Comprehension Strategies* Students develop and use strategies when viewing, listening to, and interacting with texts.</p> <p>COMMUNICATE MEANING: Clarity (LKU4a) Clarity Students present ideas or information in a logical and clear manner with some details.</p> <p>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).</p>					
<p>Numeracy INTERPRET, REPRESENT, COMMUNICATE: Communication (NKU3c) Communication Students use basic vocabulary, gestures, objects, symbols, or analogies when communicating ideas in situations involving numeracy (e.g., "round like a wheel").</p>	<p>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</p>	<p>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</p>	<p>The Circle</p>	<p>Ceremony People</p>	<p>Ways of Sharing</p>
<p>Competencies Managing Information</p> <ul style="list-style-type: none"> • 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 <p>Communication</p> <ul style="list-style-type: none"> • demonstrating respect and 	<p>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</p>	<p>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</p>	<p>The Circle</p>	<p>Ceremony People</p>	<p>Ways of Sharing</p>

<p>responsibility when communicating with other</p> <ul style="list-style-type: none"> 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 understanding of the sound structure of language help the construction and expression of meaning?					
Learning Outcome: Students apply the sound structure of language when constructing and expressing meaning.					
<p>Conceptual Knowledge</p> <ul style="list-style-type: none"> letters and sounds form words letters and sounds are connected sentences are made up of words the structure of spoken words helps individuals to read and write 	<p>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</p>	<p>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</p>	The Circle	Ceremony People	Ways of Sharing
<p>Procedural Knowledge</p> <ul style="list-style-type: none"> identify initial and final sounds in words blend the initial sound of a word (onset) and the letters and sounds that follow (rime), up to four sounds 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- 	<p>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</p>	<p>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</p>	The Circle	Ceremony People	Ways of Sharing

syllable words <ul style="list-style-type: none"> 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).	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 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 notes). 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 Managing Information <ul style="list-style-type: none"> 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 Communication <ul style="list-style-type: none"> 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 	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

verbal or non-verbal formats <ul style="list-style-type: none"> 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 understanding of words help the construction and expression of meaning?					
Learning Outcome: Students apply knowledge of letter-sound relationships and patterns in the construction and expression of meaning.					
Conceptual Knowledge <ul style="list-style-type: none"> letter-sound relationships and patterns are used to read and spell familiar and unfamiliar words words have a correct (conventional) spelling letter combinations represent units (phonemes) of sound words convey meaning 	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 <ul style="list-style-type: none"> make connections between letter combinations and sounds, including blends, digraphs, and vowels, to read and spell words in context read and spell high-utility words in context generalize knowledge of sound-symbol relationships, patterns, and phonics to read and spell familiar and unfamiliar words 	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		Ceremony People	Ways of Sharing
Literacy IMPORTANCE OF LITERACY: Purpose (LA1a) Purpose Students recognize that literacy is used for many purposes in their everyday lives and provides enjoyment. RULES OF LANGUAGE: Word Formation (LKU1a) Word Formation Students know how letter sounds and letter patterns form words (e.g., common affixes, basic compound	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

words).					
<p>CONSTRUCT MEANING: Vocabulary (LKU3b)</p> <p>Vocabulary</p> <p>Students use an increasing amount of high-frequency vocabulary and acquire new vocabulary related to learning experiences (e.g., describe, compare, life-cycle, province).</p>					
<p>Numeracy</p> <p>QUANTITATIVE INFORMATION: Patterns and Relationships (NKU1d)</p> <p>Patterns and Relationships</p> <p>Students recognize and use patterns in their environment and daily routines (e.g., calendar, seasons).</p>	<p>At Home and at School</p> <p>What Do You Share?</p> <p>What Does Mother Earth Share?</p> <p>We Help Each Other</p> <p>I Do Good Things</p> <p>Long Ago and Today</p>	<p>TR pp. 16–17</p> <p>TR pp. 18–20</p> <p>TR pp. 21–24</p> <p>TR pp. 25–27</p> <p>TR pp. 28–30</p> <p>TR pp. 31–33</p> <p>TR pp. 34–36</p> <p>TR pp. 37–39</p> <p>TR pp. 40–42</p>	The Circle	Ceremony People	Ways of Sharing
<p>Competencies</p> <p>Critical Thinking</p> <ul style="list-style-type: none"> • 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 <p>Communication</p> <ul style="list-style-type: none"> • 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 	<p>At Home and at School</p> <p>What Do You Share?</p> <p>What Does Mother Earth Share?</p> <p>We Help Each Other</p> <p>I Do Good Things</p> <p>Long Ago and Today</p>	<p>TR pp. 16–17</p> <p>TR pp. 18–20</p> <p>TR pp. 21–24</p> <p>TR pp. 25–27</p> <p>TR pp. 28–30</p> <p>TR pp. 31–33</p> <p>TR pp. 34–36</p> <p>TR pp. 37–39</p> <p>TR pp. 40–42</p>	The Circle	Ceremony People	Ways of Sharing

<ul style="list-style-type: none"> clarifying the purpose or intention of a message in relation to audience, context or culture 					
Guiding Question: How are text forms organized with different features and elements for the expression of meaning?					
Learning Outcome: Students experiment with and discuss the different forms, features, and elements of texts.					
Conceptual Knowledge <ul style="list-style-type: none"> there are a variety of text forms text forms are organized in different ways texts have various features story elements can include setting, characters, events (plot), or a teaching 	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 <ul style="list-style-type: none"> discuss different text forms, including stories, poems, informational, or letters, and how they are organized identify text features, including images, words, titles, icons, or layout share story elements, including characters, setting, events (plot), and teachings, where appropriate 	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: Text Organization (LKU3c) Text Organization Students know that texts are organized in different ways based on their purpose. 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.	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 INTERPRET, REPRESENT, COMMUNICATE: Interpretation and Representation of Spatial Information (NKU3b) Interpretation and Representation of	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

<p>Spatial Information</p> <p>Students interpret or create simple models and labelled diagrams* to represent spatial information. (e.g., number line, diagrams of life cycles).</p>	<p>I Do Good Things</p> <p>Long Ago and Today</p>	<p>TR pp. 31–33</p> <p>TR pp. 34–36</p> <p>TR pp. 37–39</p> <p>TR pp. 40–42</p>			
<p>Competencies</p> <p>Managing Information</p> <ul style="list-style-type: none"> • 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 <p>Communication</p> <ul style="list-style-type: none"> • demonstrating respect and responsibility when communicating with other • expressing ideas or communicating 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 	<p>At Home and at School</p> <p>What Do You Share?</p> <p>What Does Mother Earth Share?</p> <p>We Help Each Other</p> <p>I Do Good Things</p> <p>Long Ago and Today</p>	<p>TR pp. 16–17</p> <p>TR pp. 18–20</p> <p>TR pp. 21–24</p> <p>TR pp. 25–27</p> <p>TR pp. 28–30</p> <p>TR pp. 31–33</p> <p>TR pp. 34–36</p> <p>TR pp. 37–39</p> <p>TR pp. 40–42</p>	The Circle	Ceremony People	Ways of Sharing
<p>Guiding Question: How can artistic expression in texts evoke a response?</p>					
<p>Learning Outcome: Students investigate and share the artistic expression in texts that evokes a response.</p>					
<p>Conceptual Knowledge</p> <ul style="list-style-type: none"> • texts express thinking, feelings, and emotions • literary techniques, including word choice, images, language patterns, and rhyme, evoke responses • exclamation marks and question marks can evoke a response, tables of contents, headings, 	<p>At Home and at School</p> <p>What Do You Share?</p> <p>What Does Mother Earth Share?</p> <p>We Help Each Other</p> <p>I Do Good Things</p> <p>Long Ago and Today</p>	<p>TR pp. 16–17</p> <p>TR pp. 18–20</p> <p>TR pp. 21–24</p> <p>TR pp. 25–27</p> <p>TR pp. 28–30</p> <p>TR pp. 31–33</p> <p>TR pp. 34–36</p> <p>TR pp. 37–39</p> <p>TR pp. 40–42</p>	The Circle	Ceremony People	Ways of Sharing

<p>glossaries, sidebar menus, hyperlinks, or landmarks, contribute to constructing meaning</p> <ul style="list-style-type: none"> • story elements, including setting, characters, plot, and a problem, contribute to constructing meaning • quotation marks, commas, and other punctuation assist in the construction of meaning 					
<p>Procedural Knowledge</p> <ul style="list-style-type: none"> • share thinking and feelings evoked from texts • recognize literary techniques, including language patterns, repetition, rhythm, and rhyme • discuss responses to literary techniques, including word choice, images, sensory details, and fonts • explore the effects of exclamation marks and question marks 	<p>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</p>	<p>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</p>	The Circle	Ceremony People	Ways of Sharing
<p>Literacy IMPORTANCE OF LITERACY: Purpose (LA1a) Purpose Students recognize that literacy is used for many purposes in their everyday lives and provides enjoyment.</p> <p>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*.</p> <p>COMMUNICATE MEANING: Clarity (LKU4a) Clarity Students present ideas or information in a logical and clear manner with</p>	<p>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</p>	<p>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</p>	The Circle	Ceremony People	Ways of Sharing

<p>some details.</p> <p>COMMUNICATE MEANING: Media Influence (LKU4e) Media Influence Students explore how media can evoke emotions.</p>					
<p>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).</p> <p>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., number line, diagrams of life cycles)</p>	<p>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</p>	<p>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</p>	The Circle	Ceremony People	Ways of Sharing
<p>Competencies Managing Information</p> <ul style="list-style-type: none"> • 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 <p>Communication</p> <ul style="list-style-type: none"> • 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 	<p>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</p>	<p>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</p>	The Circle	Ceremony People	Ways of Sharing

<ul style="list-style-type: none"> clarifying the purpose or intention of a message in relation to audience, context or culture 					
Guiding Question: What are ways that I make meaning of texts?					
Learning Outcome: Students experiment with processes and cues and communicate meaning constructed from texts.					
Conceptual Knowledge <ul style="list-style-type: none"> texts share information, ideas, and feelings thinking processes help to engage with and make meaning of texts personal experiences and background knowledge support 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 the mind (visualization) text features, including titles, images, layout, labels, and 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 	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 <ul style="list-style-type: none"> communicate ideas and background knowledge about texts monitor reading by using cueing systems, checking if it sounds right (syntax), if it makes sense (semantics), and if it looks right (graphophonics) connect key events or characters in a story to 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

<ul style="list-style-type: none"> • make predictions with evidence from texts or personal experiences • retell the sequence of main events (plot) • read texts with increasing fluency • use text features to construct meaning • read high-utility words and new vocabulary • attend to periods, question marks, and exclamation marks when reading • demonstrate directionality of print, return sweep, and one-to-one word correspondence 					
<p>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 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.</p> <p>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., number line, diagrams of life cycles).</p>	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 <ul style="list-style-type: none"> • 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

<p>integrity, fairness and open-mindedness</p> <ul style="list-style-type: none"> • 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 <p>Communication</p> <ul style="list-style-type: none"> • 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 	<p>Share? We Help Each Other I Do Good Things Long Ago and Today</p>	<p>TR pp. 25–27 TR pp. 28–30 TR pp. 31–33 TR pp. 34–36 TR pp. 37–39 TR pp. 40–42</p>			
<p>Guiding Question: How can my feelings, ideas, experiences, and information be shared through various forms of communication?</p>					
<p>Learning Outcome: Students create texts for the communication of feelings, ideas, experiences, and information.</p>					
<p>Conceptual Knowledge</p> <ul style="list-style-type: none"> • feelings, ideas, personal experiences, and information help generate ideas for text creation • the writing process includes generating, planning, drafting, and making changes to ideas (revising) • text features, including titles and images, add to the message of texts • the order and placement of words and images can help with clear communication 	<p>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</p>	<p>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</p>	The Circle	Ceremony People	Ways of Sharing
<p>Procedural Knowledge</p>	At Home and at School	TR pp. 16–17	The Circle	Ceremony	Ways of

<ul style="list-style-type: none"> 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 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, with or without digital tools 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 	<p>What Do You Share? What Does Mother Earth Share? We Help Each Other I Do Good Things Long Ago and Today</p>	<p>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</p>		People	Sharing
<p>Literacy TASK AWARENESS: Task Analysis (LA3a) Task Analysis Students identify the literacy skills needed to complete a task.</p> <p>RULES OF LANGUAGE: Conventions (LKU1b) Conventions</p>	<p>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</p>	<p>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</p>	The Circle	Ceremony People	Ways of Sharing

<p>Students begin to understand and use conventions of language (grammatical structure, symbols, notations, punctuation, capitalization, and spelling) to comprehend and communicate texts*.</p> <p>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).</p> <p>CONSTRUCT MEANING: Text Organization (LKU3c) Text Organization Students know that texts are organized in different ways based on their purpose.</p> <p>COMMUNICATE MEANING: Clarity (LKU4a) Clarity Students present ideas or information in a logical and clear manner with some details.</p> <p>COMMUNICATE MEANING: Intent (LKU4c) Intent Students organize texts for different purposes (e.g., to inform, persuade, or entertain).</p> <p>COMMUNICATE MEANING: Modes and Media (LKU4d) Modes* and Media** Children explore a variety of modes and media.</p>					
<p>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).</p> <p>SPATIAL INFORMATION: Management of Space (NKU2b)</p>	<p>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</p>	<p>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</p>	<p>The Circle</p>	<p>Ceremony People</p>	<p>Ways of Sharing</p>

Management of Space Students judge and use the space around or between bodies, objects, or shapes in their environment.					
Competencies Creativity and Innovation <ul style="list-style-type: none"> demonstrating initiative, resourcefulness and perseverance when transforming ideas into actions, products or services evaluating and adapting ideas, materials or processes in 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 <ul style="list-style-type: none"> demonstrating respect and responsibility when communicating with others 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 	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
Guiding Question: How can curiosity help me gather and organize information from texts to explore and make meaning of my world?					
Learning Outcome: Students experiment with processes that satisfy curiosity in the construction and expression of meaning.					
Conceptual Knowledge <ul style="list-style-type: none"> curiosity helps to explore the world through texts texts can answer questions and provide new information information comes from a variety 	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	The Circle	Ceremony People	Ways of Sharing

of sources, including people, land, books, or digital texts		TR pp. 40–42			
Procedural Knowledge <ul style="list-style-type: none"> 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 record observations in various ways, including pictures and words sort information into suggested categories describe experiences related to gathering information 	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 IMPORTANCE OF LITERACY: Purpose (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. ACQUIRE INFORMATION: Access (LKU2b) Access Students gather information from a limited number of sources* to respond to a problem, question, 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

<p>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.</p> <p>COMMUNICATE MEANING: Clarity (LKU4a) Clarity Students present ideas or information in a logical and clear manner with some details.</p> <p>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.</p>					
<p>Numeracy QUANTITATIVE INFORMATION Organization of Data (NKU1e)</p> <p>Organization of Data</p> <p>Students organize objects, ideas, or information using a classification system.</p>	<p>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</p>	<p>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</p>	<p>The Circle</p>	<p>Ceremony People</p>	<p>Ways of Sharing</p>
<p>Competencies Critical Thinking</p> <ul style="list-style-type: none"> • 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 	<p>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</p>	<p>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</p>	<p>The Circle</p>	<p>Ceremony People</p>	<p>Ways of Sharing</p>

Communication <ul style="list-style-type: none"> 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 do we acknowledge the ownership of created texts?					
Learning Outcome: Students describe the importance of acknowledging the ownership of created texts					
Conceptual Knowledge <ul style="list-style-type: none"> the owner of texts needs to be acknowledged students can own texts that they create 	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 <ul style="list-style-type: none"> recognize creators of text and where stories come from credit own work 	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 ACQUIRE INFORMATION: Ethical Use (LKU2d) Ethical Use Students recognize that all oral, print, and digital texts are owned by their creators.	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 <i>none listed for this learning outcome</i>					
Competencies Managing Information <ul style="list-style-type: none"> using, sharing or storing information effectively and ethically 	At Home and at School What Do You Share? What Does Mother Earth Share?	TR pp. 16-17 TR pp. 18-20 TR pp. 21-24 TR pp. 25-27	The Circle	Ceremony People	Ways of Sharing

<ul style="list-style-type: none"> 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 <p>Communication</p> <ul style="list-style-type: none"> 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 and intention of a message in relation to audience, context or culture 	<p>We Help Each Other I Do Good Things Long Ago and Today</p>	<p>TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-39 TR pp. 40-42</p>			
<p>Guiding Question: Why is it important to use my language to speak up for myself?</p> <p>Learning Outcome: Students describe why language is needed for self-expression.</p>					
<p>Conceptual Knowledge</p> <ul style="list-style-type: none"> it is important to speak up for oneself to express thoughts, ideas, and views an individual's voice, thoughts, and ideas matter 	<p>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</p>	<p>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</p>	The Circle	Ceremony People	Ways of Sharing
<p>Procedural Knowledge</p> <ul style="list-style-type: none"> share why words, body language, and images are important forms of self-expression express why it is important to share thoughts, ideas, and views 	<p>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</p>	<p>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</p>	The Circle	Ceremony People	Ways of Sharing
<p>Literacy IMPORTANCE OF LITERACY: Participation (LA1b) Participation</p>	<p>At Home and at School What Do You Share? What Does Mother Earth Share?</p>	<p>TR pp. 16-17 TR pp. 18-20 TR pp. 21-24 TR pp. 25-27</p>	The Circle	Ceremony People	Ways of Sharing

<p>With guidance, students recognize how being literate enables them to participate in local and global communities.</p> <p>COMMUNICATE MEANING: Clarity (LKU4a) Clarity Students present ideas or information in a logical and clear manner with some details.</p>	<p>We Help Each Other I Do Good Things Long Ago and Today</p>	<p>TR pp. 28–30 TR pp. 31–33 TR pp. 34–36 TR pp. 37–39 TR pp. 40–42</p>			
<p>Numeracy <i>none listed for this learning outcome</i></p>					
<p>Competencies Critical Thinking</p> <ul style="list-style-type: none"> • 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 judgments • questioning and analyzing evidence, assertions or assumptions <p>Personal Growth and Well-being</p> <ul style="list-style-type: none"> • 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 	<p>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</p>	<p>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</p>	The Circle	Ceremony People	Ways of Sharing

Essential Understanding					
Developing and affirming identity contributes to well-being and understandings of self and one another.	Little Books	Teacher's Resource	Read Aloud (Teacher's Resource)	Video (Online Teaching Centre)	Shared Reading (Online Teaching Centre)
Guiding Question: What are the ways I can enjoy and engage with a variety of texts?					
Learning Outcome: Students investigate and communicate ways to find enjoyment when engaging with a variety of texts.					
Conceptual Knowledge <ul style="list-style-type: none"> choosing preferred texts can provide enjoyment there are many ways to engage with texts when reading, writing, listening, speaking, viewing, or representing genres, features, vocabulary, and amount of text (literacy demands) can affect engagement 	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 <ul style="list-style-type: none"> select texts related to the literacy demands and purpose identify what makes a text enjoyable express what makes a text engaging or enjoyable for oneself 	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 IMPORTANCE OF LITERACY: Purpose (LA1a) Purpose Students recognize that literacy is used for many purposes in their everyday lives and provides enjoyment. CONSTRUCT MEANING: Background Knowledge (LKU3a) Background Knowledge Students make connections to their background knowledge to support understanding of a new idea or topic. COMMUNICATE MEANING: Clarity (LKU4a) Clarity Students present ideas or information	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

in a logical and clear manner with some details.					
Numeracy <i>none listed for this learning outcome</i>					
Competencies Critical Thinking <ul style="list-style-type: none"> 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-being <ul style="list-style-type: none"> 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 	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
Guiding Question: How can engaging with diverse texts help me build an awareness of self? Learning Outcome: Students explore and share diverse texts and personal experiences that contribute to an awareness of self.					

Conceptual Knowledge <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 connections to their background knowledge to support understanding of a new idea 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 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 <i>none listed for this learning outcome</i>					
Competencies Communication <ul style="list-style-type: none"> 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

<ul style="list-style-type: none"> clarifying the purpose or intention of a message in relation to audience, context or culture <p>Personal Growth and Well-being</p> <ul style="list-style-type: none"> 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 views connected to texts and my personal experiences?					
Learning Outcome: Students connect personal views to those represented in diverse texts and personal experiences.					
Conceptual Knowledge <ul style="list-style-type: none"> views can be similar or different views in texts can be similar or different from personal views views are connected to 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 <ul style="list-style-type: none"> connect personal views to personal experiences connect personal views to those found in texts recognize how personal views and those of characters from texts can be the same or different 	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. CONSTRUCT MEANING: Comprehension Strategies (LKU3d) Comprehension Strategies* Students develop and use strategies when viewing, listening to, and interacting with 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
Numeracy <i>none listed for this learning outcome</i>					

Competencies Critical Thinking <ul style="list-style-type: none"> 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-being <ul style="list-style-type: none"> 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 	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
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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)
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Guiding Question: How are personal experiences connected to language and feelings?

Learning Outcome: Students share connections between language, feelings, and personal experiences.

Conceptual Knowledge <ul style="list-style-type: none"> 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
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Procedural Knowledge <ul style="list-style-type: none"> 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 <i>none listed for this learning outcome</i>					
Competencies Communication <ul style="list-style-type: none"> demonstrating respect and responsibility when communicating with others 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 Personal Growth and Well-being <ul style="list-style-type: none"> 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 	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

<p>strategies and resources that support personal growth in life, school or career pathways</p> <ul style="list-style-type: none"> identifying interests, values or skills to set learning, life or career goals 					
<p>Guiding Question: How can texts reflect how First Nations, Métis, and Inuit build and maintain connections within and among communities?</p> <p>Learning Outcome: Students connect to various texts that show how to build and maintain relationships within First Nations, Métis, and Inuit communities.</p>					
<p>Conceptual Knowledge</p> <ul style="list-style-type: none"> texts show how ceremonies and celebrations connect people within communities (kinship) 	<p>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</p>	<p>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</p>	The Circle	Ceremony People	Ways of Sharing
<p>Procedural Knowledge</p> <ul style="list-style-type: none"> experience texts that show the diversity of First Nations, Métis, and Inuit communities explain how gatherings and celebrations strengthen relationships within communities 	<p>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</p>	<p>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</p>	The Circle	Ceremony People	Ways of Sharing
<p>Literacy</p> <p>ACQUIRE INFORMATION: Access (LKU2b)</p> <p>Access</p> <p>Students gather information from a limited number of sources* to respond to a problem, question, or topic.</p> <p>CONSTRUCT MEANING: Background Knowledge (LKU3a)</p> <p>Background Knowledge</p> <p>Students make connections to their background knowledge to support understanding of a new idea or topic.</p> <p>CONSTRUCT MEANING: Comprehension Strategies (LKU3d)</p> <p>Comprehension Strategies*</p> <p>Students develop and use strategies when viewing, listening to, and interacting with texts.</p> <p>COMMUNICATE MEANING: Clarity (LKU4a)</p>	<p>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</p>	<p>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</p>	The Circle	Ceremony People	Ways of Sharing

Clarity Students present ideas or information in a logical and clear manner with some details.					
Numeracy <i>none listed for this learning outcome</i>					
Competencies Communication <ul style="list-style-type: none"> 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 Cultural and Global Citizenship <ul style="list-style-type: none"> valuing equity and diversity and believing in the capacity to make difference evaluating the impact of decisions 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 	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
Guiding Question: How can language be used to develop relationships?					
Learning Outcome: Students share language and actions that build collaboration.					
Conceptual Knowledge <ul style="list-style-type: none"> collaboration means working together toward a common goal 	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

<ul style="list-style-type: none"> each person's participation in a group is important for collaboration 	Share? We Help Each Other I Do Good Things Long Ago and Today	TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-39 TR pp. 40-42			
Procedural Knowledge <ul style="list-style-type: none"> discuss collaborative relationships presented in texts share own words and actions that support collaboration use language that supports working collaboratively toward a common goal 	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 IMPORTANCE OF LITERACY: Participation (LA1b) Participation With guidance, students recognize how being literate enables them to participate in local and global communities. LEARNER AWARENESS: Personal Insight (LA2a) Personal Insight With guidance, students identify their 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).	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 <i>none listed for this learning outcome</i>					
Competencies Communication <ul style="list-style-type: none"> demonstrating respect and responsibility when 	At Home and at School What Do You Share? What Does Mother Earth Share?	TR pp. 16-17 TR pp. 18-20 TR pp. 21-24 TR pp. 25-27	The Circle	Ceremony People	Ways of Sharing

<p>communicating with other</p> <ul style="list-style-type: none"> 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 <p>Collaboration</p> <ul style="list-style-type: none"> 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 and supporting other to achieve a common goal 	<p>We Help Each Other I Do Good Things Long Ago and Today</p>	<p>TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-39 TR pp. 40-42</p>			
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Grade 1

Component	Social Studies	Science	Wellness	Arts
Levelled Readers				
At Home and at School	<p>Levelled Reader; TR pp. 26–28</p> <p>Essential Understanding Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students investigate and represent ways individuals contribute to diverse communities. Students describe how fairness can affect interactions with one another. <p>Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students explore and represent stories of diverse communities, past and present. <p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students illustrate personal connections to land and place. 	<p>Levelled Reader; TR pp. 26–28</p> <p>Essential Understanding Investigating change and the diversity of Earth’s systems helps us to develop understandings of the conditions necessary to sustain life.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students investigate and compare how living things interact with the environment to meet basic needs. 	<p>Levelled Reader; TR pp. 26–28</p> <p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students describe people, places, and routines in the community that contribute to personal well-being. Students demonstrate friendship through words and actions. 	

	<ul style="list-style-type: none"> Students explain how individual needs may be addressed. <p>Essential Understanding Developing and affirming identity contributes to well-being and understandings of self and one another.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students explain how personal experiences shape identity. 			
What Do You Share?	<p>Levelled Reader; TR pp. 29–31</p> <p>Essential Understanding Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students investigate and represent ways individuals contribute to diverse communities. Students describe how fairness can affect interactions with one another. <p>Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students explore and represent stories of diverse communities, past and present. <p>Essential Understanding</p>	<p>Levelled Reader; TR pp. 29–31</p> <p>Essential Understanding Investigating change and the diversity of Earth’s systems helps us to develop understandings of the conditions necessary to sustain life.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students investigate and compare how living things interact with the environment to meet basic needs. <p>Essential Understanding Investigating matter and energy facilitates understandings of natural phenomena and can inspire discovery and innovation.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students investigate physical changes to everyday materials. <p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p><i>Outcomes</i></p>	<p>Levelled Reader; TR pp. 29–31</p> <p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students describe people, places, and routines in the community that contribute to personal well-being. 	<p>Levelled Reader; TR pp. 29–31</p> <p>Essential Understanding Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students explore artistic expression to represent ideas and experiences. <p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students explore connections between self and one another through art experiences.

	<p>Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students illustrate personal connections to land and place. Students explain how individual needs may be addressed. <p>Essential Understanding Developing and affirming identity contributes to well-being and understandings of self and one another.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students explain how personal experiences shape identity. 	<ul style="list-style-type: none"> Students describe the relationship between personal actions and the environment. 		
Component	Social Studies	Science	Wellness	Arts
What Does Mother Earth Share?	<p>Levelled Reader; TR pp. 32-34</p> <p>Essential Understanding Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students investigate and represent ways individuals contribute to diverse communities. <p>Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students explore and represent 	<p>Levelled Reader; TR pp. 32-34</p> <p>Essential Understanding Investigating change and the diversity of Earth's systems helps us to develop understandings of the conditions necessary to sustain life.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students investigate and compare how living things interact with the environment to meet basic needs. <p>Essential Understanding Investigating matter and energy facilitates understandings of natural phenomena and can inspire discovery and innovation.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students investigate physical 	<p>Levelled Reader; TR pp. 32-34</p> <p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students describe people, places, and routines in the community that contribute to personal well-being. 	

	<p>stories of diverse communities, past and present.</p> <p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students illustrate personal connections to land and place. Students explain how individual needs may be addressed. <p>Essential Understanding Developing and affirming identity contributes to well-being and understandings of self and one another.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students explain how personal experiences shape identity. 	<p>changes to everyday materials.</p> <p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students describe the relationship between personal actions and the environment. 		
We Help Each Other	<p>Levelled Reader; TR pp. 35–37</p> <p>Essential Understanding Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students investigate and represent ways individuals contribute to diverse communities. Students describe how fairness can affect interactions with one another. 		<p>Levelled Reader; TR pp. 35–37</p> <p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students describe people, places, and routines in the community that contribute to personal well-being. Students demonstrate friendship through words and actions. 	<p>Levelled Reader; TR pp. 35–37</p> <p>Essential Understanding Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students explore artistic expression to represent ideas and experiences. <p>Essential Understanding Exploring connections strengthens our understandings of relationships</p>

	<p>Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students explore and represent stories of diverse communities, past and present. <p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Children describe how needs may be unique. Students explain how individual needs may be addressed. <p>Essential Understanding Developing and affirming identity contributes to well-being and understandings of self and one another.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students explain how personal experiences shape identity. 			<p>to help us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students explore connections between self and one another through art experiences.
I Do Good Things	<p>Levelled Reader; TR pp. 41–43</p> <p>Essential Understanding Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students investigate and represent ways individuals 	<p>Levelled Reader; TR pp. 38–40</p> <p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Children explore nature and describe personal connections to it. 	<p>Levelled Reader; TR pp. 38–40</p> <p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students describe people, places, and routines in the community that contribute to personal well- 	<p>Levelled Reader; TR pp.38–40</p> <p>Essential Understanding Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students explore artistic

	<p>contribute to diverse communities.</p> <ul style="list-style-type: none"> Students describe how fairness can affect interactions with one another. <p>Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students explore and represent stories of diverse communities, past and present. <p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students illustrate personal connections to land and place. Students explain how individual needs may be addressed. <p>Essential Understanding Developing and affirming identity contributes to well-being and understandings of self and one another.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students explain how personal experiences shape identity 	<p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students describe the relationship between personal actions and the environment. 	<p>being.</p> <ul style="list-style-type: none"> Students demonstrate friendship through words and actions. 	<p>expression to represent ideas and experiences.</p> <p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students explore connections between self and one another through art experiences.
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Component	Social Studies	Science	Wellness	Arts
Long Ago and Today	<p>Levelled Reader; TR pp. 41–43</p> <p>Essential Understanding Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society.</p> <p>Outcomes</p> <ul style="list-style-type: none"> Students investigate and represent ways individuals contribute to diverse communities. Students describe how fairness can affect interactions with one another. <p>Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together.</p> <p>Outcomes</p> <ul style="list-style-type: none"> Students explore and represent stories of diverse communities, past and present. <p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p>Outcomes</p> <ul style="list-style-type: none"> Students illustrate personal connections to land and place. Students explain how individual needs may be addressed. 	<p>Levelled Reader; TR pp. 41–43</p> <p>Essential Understanding Investigating change and the diversity of Earth's systems helps us to develop understandings of the conditions necessary to sustain life.</p> <p>Outcomes</p> <ul style="list-style-type: none"> Students investigate and compare how living things interact with the environment to meet basic needs. <p>Essential Understanding Investigating matter and energy facilitates understandings of natural phenomena and can inspire discovery and innovation.</p> <p>Outcomes</p> <ul style="list-style-type: none"> Students investigate physical changes to everyday materials. <p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p>Outcomes</p> <ul style="list-style-type: none"> Students describe the relationship between personal actions and the environment. 	<p>Levelled Reader; TR pp. 41–43</p> <p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p>Outcomes</p> <ul style="list-style-type: none"> Students describe people, places, and routines in the community that contribute to personal well-being. 	<p>Levelled Reader; TR pp. 41–43</p> <p>Essential Understanding Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways.</p> <p>Outcomes</p> <ul style="list-style-type: none"> Students explore artistic expression to represent ideas and experiences. <p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p>Outcomes</p> <ul style="list-style-type: none"> Students explore connections between self and one another through art experiences.

	<p>Essential Understanding Developing and affirming identity contributes to well-being and understandings of self and one another.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students explain how personal experiences shape identity 			
Online Teaching Centre				
<p>Video: Ceremony People</p>	<p>Levelled Reader; TR pp. 16–18</p> <p>Essential Understanding Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students investigate and represent ways individuals contribute to diverse communities. Students describe how fairness can affect interactions with one another. <p>Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students explore and represent stories of diverse communities, past and present. <p>Essential Understanding Exploring connections strengthens our</p>	<p>Levelled Reader; TR pp. 16–18</p> <p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Children explore nature and describe personal connection to it. <p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students describe the relationship between personal actions and the environment. 	<p>Levelled Reader; TR pp. 22–25</p> <p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students describe people, places, and routines in the community that contribute to personal well-being. 	

	<p>understandings of relationships to help us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students illustrate personal connections to land and place. <p>Essential Understanding Developing and affirming identity contributes to well-being and understandings of self and one another.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students explain how personal experiences shape identity. 			
<p>Shared Reading: Ways of Sharing</p>	<p>Levelled Reader; TR pp. 41–43</p> <p>Essential Understanding Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students investigate and represent ways individuals contribute to diverse communities. Students describe how fairness can affect interactions with one another. <p>Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students explore and represent stories of diverse communities, past and present. 	<p>Levelled Reader; TR pp. 22–25</p> <p>Essential Understanding Investigating change and the diversity of Earth's systems helps us to develop understanding of the conditions necessary to sustain life.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students investigate and compare how living things interact with the environment to meet basic needs. <p>Essential Understanding Investigating matter and energy facilitates understandings of natural phenomena and can inspire discovery and innovation.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students investigate physical changes to everyday materials. <p>Essential Understanding Exploring connections strengthens our</p>	<p>Levelled Reader; TR pp. 22–25</p> <p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students describe people, places, and routines in the community that contribute to personal well-being. Students demonstrate friendship through words and actions. 	

	<p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students illustrate personal connections to land and place. Students explain how individual needs may be addressed. <p>Essential Understanding Developing and affirming identity contributes to well-being and understandings of self and one another.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students explain how personal experiences shape identity. 	<p>understandings of relationships to help us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students describe the relationship between personal actions and the environment. 		
Component	Social Studies	Science	Wellness	Arts
Teacher's Resource				
Read Aloud: The Circle	<p>Levelled Reader; TR pp. 19-21</p> <p>Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students explore and represent stories of diverse communities, past and present. <p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p><i>Outcomes</i></p>	<p>Levelled Reader; TR pp. 19-21</p> <p>Essential Understanding Investigating change and the diversity of Earth's systems helps us to develop understandings of the conditions necessary to sustain life.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students investigate and compare how living things interact with the environment to meet basic needs. <p>Essential Understanding Investigating matter and energy facilitates understandings of natural</p>	<p>Levelled Reader; TR pp. 19-21</p> <p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students describe people, places, and routines in the community that contribute to personal well-being. 	

	<ul style="list-style-type: none"> Students illustrate personal connections to land and place. Students explain how individual needs may be addressed. <p>Essential Understanding Developing and affirming identity contributes to well-being and understandings of self and one another.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students explain how personal experiences shape identity. 	<p>phenomena and can inspire discovery and innovation.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students investigate physical changes to everyday materials. <p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students describe the relationship between personal actions and the environment. 		
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