



Grade 3: 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)
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Guiding Question: How can I refine my oral communication skills depending on context?

Learning Outcome: Students apply a variety of oral communication skills and strategies that enhance oral communication.

<p>Conceptual Knowledge</p> <ul style="list-style-type: none"> oral, written, and visual communication, including body language, work together to enhance a message oral language is adjusted to the situation and audiences oral sharing builds upon ideas and solves problems oral storytelling is enhanced using a variety of strategies, including intonation, actions, and gestures First Nations, Métis, and Inuit oral storytelling strengthens relationships listening is an active process that involves body language, focusing, responding, and contributing 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	Views of the Land	At Home on the Land and in the City	Different Languages
<p>Procedural Knowledge</p> <ul style="list-style-type: none"> experiment with innovative ways to orally communicate stories, events, experiences, and information with key details add print and visuals that enhance the message and interest in oral presentations adjust language in formal and informal situations when communicating with peers and 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	Views of the Land	At Home on the Land and in the City	Different Languages

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<p>adults</p> <ul style="list-style-type: none"> • adjust tone of voice, volume, facial expressions, gestures, or pace, depending on the situation • apply new descriptive, subject-specific vocabulary and some academic words from listening, speaking, or viewing experiences • speak with a variety of complex sentences with specific details and word order to enhance clarity of the message • apply a variety of listening strategies and ask specific questions for clarification • communicate with peers and adults using strategies including restating key points or ideas and connecting responses to the topic of conversation 					
<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>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: Comprehension Strategies (LKU3d) Comprehension Strategies* Students develop and use strategies when viewing, listening</p>	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>

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<p>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>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</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 responsibility when communicating with other 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</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 					
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Guiding Question: How does context help the construction and expression of the meaning of words?

Learning Outcome: Students analyze how word units and context contribute to the construction and expression of meaning.

<p>Conceptual Knowledge</p> <ul style="list-style-type: none"> suffixes (morphemes) convey and affect meaning words can sound the same and have multiple meanings and spellings context helps construct meaning of new words the relationship between sounds and complex consonants, vowel letter combinations, and patterns supports reading and spelling of unfamiliar words in context 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>
<p>Procedural Knowledge</p> <ul style="list-style-type: none"> analyze root words and suffixes for meaning read and spell high-utility and subject-specific words in context apply knowledge of the relationship of sounds and complex consonants, vowel letter combinations, and patterns to spell and read unfamiliar words in context 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>
<p>Literacy</p>	<p>Time Travelling</p>	<p>TR pp. 16-17</p>	<p>Views of the</p>	<p>At Home on</p>	<p>Different</p>

<p>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).</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>Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Land</p>	<p>the Land and in the City</p>	<p>Languages</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>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</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 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>

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<p>criteria to conceptualize, analyze or make judgements</p> <ul style="list-style-type: none"> 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>Guiding Question: How can the communication of a variety of text forms, features, and story elements be connected to purpose?</p>					
<p>Learning Outcome: Students connect how text forms, features, and elements relate to purpose.</p>					
<p>Conceptual Knowledge</p> <ul style="list-style-type: none"> texts are created for different purposes creators of text use various forms, features, and elements for different purposes story elements, including setting, characters, and plot, can include a problem or teaching First Nations, Métis, and Inuit text forms are connected to land and place 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>
<p>Procedural Knowledge</p> <ul style="list-style-type: none"> recognize ways that creators of text use forms, features, and story elements to reflect purpose examine various text forms, including stories, letters, 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>

<p>informational, descriptive, persuasive, poetic, web pages, artifacts, or land</p> <ul style="list-style-type: none"> recognize how text features, including images, words, titles, icons, layout, tables of contents, captions, headings, glossaries, sidebar menus, or hyperlinks, support purpose determine the purpose of texts, including to inform, persuade, and entertain, based on form, features, and story elements connect how First Nations, Métis, and Inuit text forms hold purpose and significance to land and place 	<p>Turtle Island</p>	<p>TR pp. 41-43</p>			
<p>Literacy CONSTRUCT MEANING: Text Organization (LKU3c) Text Organization Students know that texts are organized in different ways based on their purpose.</p> <p>CONSTRUCT MEANING: Comprehension Strategies (LKU3d) Comprehension Strategies* Students develop and use strategies when viewing, listening to, and interacting with texts.</p>	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>
<p>Numeracy IMPORTANCE OF NUMERACY: Purpose (NA1a) Purpose Students recognize everyday situations where numeracy is used to make decisions.</p> <p>INTERPRET, REPRESENT, COMMUNICATE: Interpretation and Representation of Spatial Information (NKU3b) Interpretation and Representation of Spatial Information Students interpret or create</p>	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>

<p>simple models and labelled diagrams* to represent spatial information. (e.g., number line, diagrams of life cycles).</p>					
<p>Competencies</p> <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>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>Time Travelling</p> <p>Two Views</p> <p>Understanding Each Other</p> <p>What Is a Treaty?</p> <p>We Are All Treaty People</p> <p>Visitors Come to Turtle Island</p>	<p>TR pp. 16-17</p> <p>TR pp. 18-21</p> <p>TR pp. 22-25</p> <p>TR pp. 26-28</p> <p>TR pp. 29-31</p> <p>TR pp. 32-34</p> <p>TR pp. 35-37</p> <p>TR pp. 38-40</p> <p>TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>

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Guiding Question: How can artistic expression create an effect in a variety of texts?

Learning Outcome: Students explain the effects of artistic expression in texts.

<p>Conceptual Knowledge</p> <ul style="list-style-type: none"> each text evokes a different effect authors make choices to create an effect punctuation and font can create an effect 	<p>Time Travelling</p> <p>Two Views</p> <p>Understanding Each Other</p> <p>What Is a Treaty?</p> <p>We Are All Treaty People</p> <p>Visitors Come to Turtle Island</p>	<p>TR pp. 16-17</p> <p>TR pp. 18-21</p> <p>TR pp. 22-25</p> <p>TR pp. 26-28</p> <p>TR pp. 29-31</p> <p>TR pp. 32-34</p> <p>TR pp. 35-37</p> <p>TR pp. 38-40</p> <p>TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>
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<ul style="list-style-type: none"> literary techniques, including word choice, images, onomatopoeia, and sensory details, can be used to create an effect 					
Procedural Knowledge <ul style="list-style-type: none"> describe how personal experiences influence responses to texts explain the effects of images, punctuation, font, and layout describe images created from literary techniques, including word choice, word play, alliteration, and sensory details explore the effects of combining literary techniques 	Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island	TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Views of the Land	At Home on the Land and in the City	Different Languages
Literacy 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 some details. COMMUNICATE MEANING: Media Influence (LKU4e) Media Influence Students explore how media can evoke emotions.	Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island	TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Views of the Land	At Home on the Land and in the City	Different Languages
Numeracy INTERPRET, REPRESENT, COMMUNICATE: Interpretation and Representation of Spatial Information (NKU3b) Interpretation and Representation	Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty	TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34	Views of the Land	At Home on the Land and in the City	Different Languages

<p>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>People Visitors Come to Turtle Island</p>	<p>TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</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 responsibility when communicating with others • expressing ideas or comments 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>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>
<p>Guiding Question: How do texts help me to construct meaning?</p>					
<p>Learning Outcome: Students demonstrate fluency in applying processes and cues and communicate meaning with evidence from texts.</p>					
<p>Conceptual Knowledge</p> <ul style="list-style-type: none"> • interactions with people who have different points of view help people gain insight into the meaning of texts • thinking processes can 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>

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<p>enhance understanding of texts</p> <ul style="list-style-type: none"> personal experiences and background knowledge of self and one another supports the construction of meaning figurative language, including alliteration and onomatopoeia, supports visualization text features, including images, layout, labels, icons, captions, tables of contents, headings, glossaries, sidebar menus, hyperlinks, or landmarks, contribute to constructing meaning 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>Visitors Come to Turtle Island</p>	<p>TR pp. 38-40 TR pp. 41-43</p>			
<p>Procedural Knowledge</p> <ul style="list-style-type: none"> analyze evidence from texts, personal experiences, and one another to support meaning of texts choose strategies that support thinking processes apply cueing systems fluently while reading to make meaning in texts infer a character's actions or feelings with evidence from background knowledge, personal experiences, or text clues explain mental images created 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>

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<p>through figurative language</p> <ul style="list-style-type: none"> communicate how events relate to the problem and solution summarize key events and main idea(s) with relevant details share constructed meaning and personal views about texts read a variety of texts fluently construct meaning using text features read an increasing variety of high-utility and topic-specific words attend to punctuation 					
<p>Literacy LEARNER AWARENESS: Personal Insight (LA2a) Personal Insight With guidance, students identify their literacy strengths and how they can regulate* their learning.</p> <p>TASK AWARENESS: Task Analysis (LA3a) Task Analysis Students identify the literacy skills needed to complete a task.</p> <p>CONSTRUCT MEANING: Background Knowledge (LKU3a) Background Knowledge Students make connections to their background knowledge to support understanding of a new idea or topic.</p> <p>CONSTRUCT MEANING: Vocabulary (LKU3b) Vocabulary Students use an increasing amount of high-frequency</p>	<p>Home Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>

<p>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>CONSTRUCT MEANING: Comprehension Strategies (LKU3d) Comprehension Strategies* Students develop and use strategies when viewing, listening to, and interacting with texts.</p>					
<p>Numeracy 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>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</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 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>

<p>assumptions</p> <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 					
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Guiding Question: How can effective communication of feelings, ideas, experiences, and information be expressed for a variety of purposes?

Learning Outcome: Students create a variety of text forms for different purposes.

<p>Conceptual Knowledge</p> <ul style="list-style-type: none"> feelings, ideas, personal experiences, information, interactions with texts and ideas of one another add interest to texts the writing process is a cycle that includes generating, planning, drafting, revising, and checking spelling and punctuation (editing) texts are created for different purposes, including to inform, persuade, or entertain descriptive words and sensory details (literary techniques); characters, setting, and plot (story elements); and titles, images, and captions (text features) are used for different purposes the order and organization of 	<p>Home Travelling Two Views Understanding Each Other</p> <p>What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the World</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>
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<p>words, sentences, and images contribute to clear messages</p> <ul style="list-style-type: none"> • revisions and edits make texts clear • writing conventions are needed to communicate effectively 					
<p>Procedural Knowledge</p> <ul style="list-style-type: none"> • choose the text form by considering purpose, including to inform, persuade, inspire, or entertain • experiment with ways of generating, planning, and organizing ideas for writing • apply high-utility words and descriptive vocabulary to communicate meaning • apply literary techniques including descriptive words, rhymes, sensory detail, alliteration, and onomatopoeia • integrate story elements, including setting, characters, and plot • choose text features, including images, captions, labels, tables of contents, headings, glossaries, layout, or hyperlinks, to support purpose • handwrite legibly, with or without digital tools • use keyboarding skills to create and revise text • explore personal voice where appropriate • compose sentences using 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>

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<p>different lengths and beginnings</p> <ul style="list-style-type: none"> • revise by adding, deleting, or changing words or sentences to improve clarity • add literary techniques and text features to clarify the message • apply feedback to clarify meaning and add interest • write simple sentences with nouns, verbs, adjectives, adverbs, capital letters, end punctuation, and apostrophes • choose strategies to spell words correctly 					
<p>Literacy TASK AWARENESS: Task Analysis (LA3a) Task Analysis Students identify the literary skills needed to complete a task.</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>COMMUNICATE MEANING: Clarity (LKU4a) Clarity</p>	<p>Time Travelling Two Views Understanding Each Other What the Treaty Means Why Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>

<p>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** 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: 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) Management of Space Students judge and use the space around or between bodies, objects, or shapes in their environment.</p>	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>
<p>Competencies Creativity and Innovation</p> <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 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>

<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 					
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Guiding Question: How does following an inquiry process help me gather, organize, and evaluate information from texts in the construction of meaning?

Learning Outcome: Students apply an inquiry process that satisfies and encourages curiosity about a chosen topic in the construction and expression of meaning.

<p>Conceptual Knowledge</p> <ul style="list-style-type: none"> curiosity about a chosen topic helps to solve problems and discover new ideas inquiry can support problem solving and discovery of new ideas the inquiry process includes various steps opinions and facts are different information about a chosen topic can be collected from a variety of sources, including people, land, books, or digital texts 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16–17 TR pp. 18–21 TR pp. 22–25 TR pp. 26–28 TR pp. 29–31 TR pp. 32–34 TR pp. 35–37 TR pp. 38–40 TR pp. 41–43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>
<p>Procedural Knowledge</p> <ul style="list-style-type: none"> ask questions relevant to a chosen topic formulate predictions about a chosen topic select topics and sources based 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to</p>	<p>TR pp. 16–17 TR pp. 18–21 TR pp. 22–25 TR pp. 26–28 TR pp. 29–31 TR pp. 32–34 TR pp. 35–37 TR pp. 38–40</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>

<p>on preference or purpose</p> <ul style="list-style-type: none"> • apply background knowledge and new ideas to the topic of inquiry • identify differences between opinions and facts • use different skills to navigate digital texts and other texts • record main ideas in a variety of ways, including pictures, words, and simple sentences • generate categories to sort information related to a chosen topic • experiment with ways to determine usefulness of information • adjust the inquiry process based on criteria 	Turtle Island	TR pp. 41–43			
<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>LEARNER AWARENESS: Personal Insight (LA2a) Personal Insight Students identify and describe their literacy strengths and challenges. With some guidance, they regulate* their learning.</p> <p>TASK AWARENESS: Task Analysis (LA3a) Task Analysis Students identify the literacy skills needed to complete a task.</p> <p>ACQUIRE INFORMATION: Develop</p>	<p>The Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 18–21 TR pp. 18–21 TR pp. 22–25 TR pp. 26–28 TR pp. 29–31 TR pp. 32–34 TR pp. 35–37 TR pp. 38–40 TR pp. 41–43</p>	Views of the Land	At Home on the Land and in the City	Different Languages

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<p>Questions (LKU2a) Develop Questions Through guided activities, students determine a purpose and develop questions to explore topics and search for useful sources* of information.</p> <p>ACQUIRE INFORMATION: Access (LKU2b) Access Students gather information from a limited number of sources* to respond to a problem, question, or topic.</p> <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>CONSTRUCT MEANING: Background Knowledge (LKU3a) Background Knowledge Students make connections to their background knowledge to support understanding of a new idea or topic.</p> <p>COMMUNICATE MEANING: Modes and Media (LKU4d) Modes* and Media** Children explore a variety of modes and media.</p>					
<p>Numeracy QUANTITATIVE INFORMATION: Organization of Data (NKU1e) Organization of Data Students organize objects, ideas, or information using a classification system.</p>	Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island	TR pp. 16–17 TR pp. 18–21 TR pp. 22–25 TR pp. 26–28 TR pp. 29–31 TR pp. 32–34 TR pp. 35–37 TR pp. 38–40 TR pp. 41–43	Views of the Land	At Home on the Land and in the City	Different Languages
<p>Competencies Critical Thinking</p> <ul style="list-style-type: none"> • Demonstrating intellectual integrity, fairness and open- 	Time Travelling Two Views Understanding Each Other	TR pp. 16–17 TR pp. 18–21 TR pp. 22–25 TR pp. 26–28	Views of the Land	At Home on the Land and in the City	Different Languages

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<p>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>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>What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>			
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Guiding Question: What are the ways we acknowledge the creators of texts in an ethical way?

Learning Outcome: Students record information and ideas from texts in an ethical way.

<p>Conceptual Knowledge</p> <ul style="list-style-type: none"> • laws dictate how information and ideas can be used • people can make choices about having their images recorded • codes of etiquette (protocols) demonstrate appropriate and respectful ways of communicating and working with First Nations, Métis, and Inuit 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>
<p>Procedural Knowledge</p> <ul style="list-style-type: none"> • record titles and authors of sources of information in a list • recognize when texts and ideas can be used by one another 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>

<ul style="list-style-type: none"> recognize why people can choose to have their images recorded record key ideas and information from sources explore First Nations, Métis, and Inuit protocols in appropriate contexts 	People Visitors Come to Turtle Island	TR pp. 35-37 TR pp. 38-40 TR pp. 41-43			
<p>Literacy ACQUIRE INFORMATION: Access (LKU2b) Access Students gather information from a limited number of sources* to respond to a problem, question, or topic.</p> <p>ACQUIRE INFORMATION: Ethical Use (LKU2d) Ethical Use Students recognize that all oral, print, and digital texts are owned by their creators.</p>	Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island	TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Views of the Land	At Home on the Land and in the City	Different Languages
<p>Numeracy <i>none listed for this learning outcome</i></p>					
<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, 	Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island	TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Views of the Land	At Home on the Land and in the City	Different Languages

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<ul style="list-style-type: none"> 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 					
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Guiding Question: How can language be used to speak up for myself and one another?

Learning Outcome: Students analyze how language can be used to speak up for themselves and one another.

<p>Conceptual Knowledge</p> <ul style="list-style-type: none"> there are different techniques to use when speaking up for oneself and one another (advocating) there are different forms for speaking up for oneself and one another speaking up for oneself or one another helps to build a sense of belonging 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>
<p>Procedural Knowledge</p> <ul style="list-style-type: none"> determine when tone, volume, or emphasis is needed to effectively communicate thoughts and ideas choose appropriate forms of self-expression to fit the situation choose respectful language when advocating for oneself and one another 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>
<p>Literacy IMPORTANCE OF LITERACY: Participation (LA1b) Participation With guidance, students recognize how being literate enables them to participate in local and global communities. COMMUNICATE MEANING:</p>	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>

<p>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 <i>none listed for this learning outcome</i></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>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>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>

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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 habits can help me achieve my literacy goals and support my enjoyment of and confidence to engage with a variety of texts?					
Learning Outcome: Students experiment with and apply strategies that support enjoyment of and self-confidence to engage with a variety of texts.					
Conceptual Knowledge <ul style="list-style-type: none"> text choice, goal setting, and reflection are strategies used to engage when reading, writing, listening, speaking, viewing, or representing routines help reinforce engagement with texts literacy is the ability to confidently use strategies to engage with texts being literate supports participation in local communities 	Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island	TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Views of the Land	At Home on the Land and in the City	Different Languages
Procedural Knowledge <ul style="list-style-type: none"> choose texts for enjoyment and engagement based on preference purpose, and literacy goals set goals that support enjoyment and engagement with a variety of texts reflect on how the goals set support self-confidence, enjoyment, and engagement follow routines to support engagement with and enjoyment of texts recognize that literacy skills support participation in local communities 	Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island	TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Views of the Land	At Home on the Land and in the City	Different Languages
Literacy IMPORTANCE OF LITERACY: Participation (LA1b) Participation With guidance, students recognize how being literate enables them to participate in local and global	Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle	TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37	Views of the Land	At Home on the Land and in the City	Different Languages

<p>communities</p> <p>LEARNER AWARENESS: Personal Insight (LA2a) Personal Insight With guidance, students identify their literacy strengths and how they can regulate* their learning.</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>Island</p>	<p>TR pp. 38–40 TR pp. 41–43</p>			
<p>Numeracy <i>none listed for this learning outcome</i></p>					
<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>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>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>

Guiding Question: How can engaging with diverse texts help me build an awareness of self and one another?

Learning Outcome: Students describe connections between diverse texts and experiences that develop an awareness of self and one another.

<p>Conceptual Knowledge</p> <ul style="list-style-type: none"> unique stories of self, home, family, community, and culture shape an awareness of self 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>
<p>Procedural Knowledge</p> <ul style="list-style-type: none"> investigate the connections between experiences and an awareness of self describe how connecting to diverse texts contributes to an awareness of self recognize that culture is expressed through a variety of texts express self through experiences with and creation of texts 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>
<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>LEARNER AWARENESS: Personal Insight (LA2a) Personal Insight With guidance, students identify their literacy strengths and how they can regulate* their learning.</p> <p>CONSTRUCT MEANING: Background Knowledge (LKU3a) Background Knowledge Students make connections to their background knowledge to support understanding of a new idea or topic.</p>	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</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>Numeracy <i>none listed for this learning outcome</i></p>					
<p>Competencies 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>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>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>

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 can engaging with diverse texts help us understand one another's views?					
Learning Outcome: Students examine diverse texts and consider how an awareness of different views can build compassion.					
Conceptual Knowledge <ul style="list-style-type: none"> compassion is feeling sympathetic toward one another being open to another's views requires compassion 	Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island	TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Views of the Land	At Home on the Land and in the City	Different Languages
Procedural Knowledge <ul style="list-style-type: none"> explain views found in diverse texts and recognize one's feelings in response to diverse texts identify with the feelings and actions of one another listen respectfully to one another's views 	Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island	TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Views of the Land	At Home on the Land and in the City	Different Languages
Literacy IMPORTANCE OF LITERACY: Purpose (LA1a) Purpose Students recognize that literacy is used for many purposes in their everyday lives and provides enjoyment. IMPORTANCE OF LITERACY: Participation (LA1b) Participation With guidance, students recognize how being literate enables them to participate in local and global communities. ACQUIRE INFORMATION: Evaluate (LKU2c) Evaluate With guidance, students evaluate information by identifying fact and fiction, determining relevant and	Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island	TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Views of the Land	At Home on the Land and in the City	Different Languages

<p>irrelevant information, and considering the intent of the message.</p> <p>CONSTRUCT MEANING: Background Knowledge (LKU3a) Background Knowledge Students make connections to their background knowledge to support understanding of a new idea or topic.</p> <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>Numeracy <i>none listed for this learning outcome</i></p>					
<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 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>

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<p>or non-verbal formats</p> <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					
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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)
Guiding Question: What is the relationship between thought and language?					
Learning Outcome: Students explain the connections between thought and language.					
Conceptual Knowledge <ul style="list-style-type: none"> language and thought are connected individuals use language (verbal and non-verbal) that reflects their thinking language is connected to how one thinks about oneself and one another 	Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island	TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Views of the Land	At Home on the Land and in the City	Different Languages
Procedural Knowledge <ul style="list-style-type: none"> reflect on how language is connected to thinking about self and one another explain the connection between thought and language 	Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island	TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Views of the Land	At Home on the Land and in the City	Different Languages
Literacy LEARNER AWARENESS: Personal Insight (LA2a) Personal Insight With guidance, students identify their literacy strengths and how they can regulate* their learning. COMMUNICATE MEANING: Clarity (LKU4a) Clarity Students present ideas or information in a logical and clear manner with some details.	Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island	TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Views of the Land	At Home on the Land and in the City	Different Languages
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 	Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People	TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34	Views of the Land	At Home on the Land and in the City	Different Languages

<p>information to discover or extend understandings</p> <ul style="list-style-type: none"> 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 and intention of a message in relation to audience, context or culture 	<p>Visitors Come to Turtle Island</p>	<p>TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>			
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<p>Guiding Question: How can texts be used to learn about kinship in First Nations, Métis, and Inuit communities?</p>					
<p>Learning Outcome: Students examine kinship in various First Nations, Métis, and Inuit texts.</p>					
<p>Conceptual Knowledge</p> <ul style="list-style-type: none"> kinship involves sharing roles and responsibilities First Nations, Métis, and Inuit texts can depict roles and responsibilities 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>
<p>Procedural Knowledge</p> <ul style="list-style-type: none"> explain how characters in First Nations, Métis, and Inuit texts share roles and responsibilities describe the connections between personal roles and responsibilities and those found in First Nations, Métis, and Inuit texts 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>

<p>Literacy CONSTRUCT MEANING: Background Knowledge (LKU3a) Background Knowledge Students make connections to their background knowledge to support understanding of a new idea or topic.</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: 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>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>
<p>Numeracy <i>none listed for this learning outcome</i></p>					
<p>Competencies 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>Cultural and Global Citizenship</p> <ul style="list-style-type: none"> valuing equity and diversity and 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>

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<p>believing in the capacity to make a difference</p> <ul style="list-style-type: none"> 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 					
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Guiding Question: How can language demonstrate ways to nurture relationships?					
Learning Outcome: Students demonstrate language and actions that support collaboration.					
<p>Conceptual Knowledge</p> <ul style="list-style-type: none"> each person's participation in a group is important individual roles and responsibilities help groups work collaboratively toward a common goal 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>
<p>Procedural Knowledge</p> <ul style="list-style-type: none"> explain how language and actions in texts support collaboration adjust own language, including tone of voice, to build collaboration explain how language usage supports collaboration share responsibilities as a group member self-assess individual contributions in collaboration according to set criteria 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>
<p>Literacy IMPORTANCE OF LITERACY: Participation (LA1b) Participation</p>	<p>Time Travelling Two Views Understanding Each Other</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>

<p>With guidance, students recognize how being literate enables them to participate in local and global communities.</p> <p>LEARNER AWARENESS: Personal Insight (LA2a) Personal Insight With guidance, students identify their literacy strengths and how they can regulate* their learning.</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 audiences (e.g., to respect social/cultural practices, formal and informal situations).</p>	<p>What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>			
<p>Numeracy <i>none listed for this learning outcome</i></p>					
<p>Competencies</p> <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>Collaboration</p> <ul style="list-style-type: none"> valuing flexibility, compromise and the contributions of others to nurture positive working relationships 	<p>Time Travelling Two Views Understanding Each Other What Is a Treaty? We Are All Treaty People Visitors Come to Turtle Island</p>	<p>TR pp. 16-17 TR pp. 18-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Views of the Land</p>	<p>At Home on the Land and in the City</p>	<p>Different Languages</p>

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<ul style="list-style-type: none">• 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					
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Grade 3

Component	Social Studies	Science	Wellness	Arts
Levelled Readers				
Time Travelling	<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 explain how people's actions can strengthen diverse local and surrounding 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 explain how stories about diverse local and surrounding communities are shaped by the contributions of individuals and groups. <p>Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p>	<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 explain how the characteristics of plants and animals contribute to survival. 	<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 analyze and implement strategies that contribute to community well-being. 	

	<p><i>Outcomes</i></p> <ul style="list-style-type: none"> Students investigate ways that people's actions affect their relationships with 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 propose actions that can promote respect for diverse identities. 			
Two Views	<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 explain how people's actions can strengthen diverse local and surrounding communities Students explain how individuals and groups can make fair decisions within 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>	<p>Levelled Reader; TR pp. 29-31</p> <p>Essential Understanding Investigating change and the diversity of Earth's systems help 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 explain how the characteristics of plants and animals contribute to survival. 	<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 and exhibit behaviours associated with healthy relationships. 	<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 examine artistic choice and create art for the expression of self, 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 examine and discuss how art experiences contribute to connections

	<ul style="list-style-type: none"> Students explain how stories about diverse local and surrounding communities are shaped by the contributions of individuals and groups. <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 investigate ways that people's actions affect their relationships with 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 propose actions that can promote respect for diverse identities. 	<h1>Draft</h1>		<p>between self, one another, and communities.</p>
<p>Understanding Each Other</p>	<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>Outcomes</p> <ul style="list-style-type: none"> Students explain how people's actions can strengthen diverse local and surrounding 		<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 analyze and implement strategies that contribute to community well-being. Students describe and exhibit 	<p>Levelled Reader; TR pp. 32-34</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 examine artistic choice and create art for the expression

	<p>communities</p> <ul style="list-style-type: none"> • Students explain how individuals and groups can make fair decisions within 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 explain how stories about diverse local and surrounding communities are shaped by the contributions of individuals and groups. <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 investigate ways that people’s actions affect their relationships with land and place. • Students examine how communities can assist people in addressing their diverse needs. <p>Essential Understanding Developing and affirming identity contributes to well-being and understandings of self and one another.</p> <p><i>Outcomes</i></p>		<p>behaviours associated with healthy relationships.</p>	<p>of self, 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 examine and discuss how art experiences contribute to connections between self, one another, and communities.
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	<ul style="list-style-type: none"> Students propose actions that can promote respect for diverse identities. 			
What Is a Treaty?	<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 explain how people's actions can strengthen diverse local and surrounding communities. Students explain how individuals and groups can make fair decisions within 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 explain how stories about diverse local and surrounding communities are shaped by the contributions of individuals and groups. <p>Essential Understanding Developing and affirming identity contributes to well-being and understandings of self and one another.</p> <p><i>Outcomes</i></p>		<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 analyze and implement strategies that contribute to community well-being. 	

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	<ul style="list-style-type: none"> Students propose actions that can promote respect for diverse identities. 			
We Are All Treaty People	<p>Levelled Reader; TR pp. 38-40</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 explain how people's actions can strengthen diverse local and surrounding communities. Students explain how individuals and groups can make fair decisions within 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 explain how stories about diverse local and surrounding communities are shaped by the contributions of individuals and groups. <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. 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 analyze and implement strategies that contribute to community well-being. Students describe and exhibit behaviours associated with healthy relationships. 	<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 examine artistic choice and create art for the expression of self, 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 examine and discuss how art experiences contribute to connections between self, one another, and communities.

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	<ul style="list-style-type: none"> Students investigate ways that people's actions affect their relationships with land and place. Students examine how communities can assist people in addressing their diverse needs. <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 propose actions that can promote respect for diverse identities. 			
Visitors Come to Turtle Island	<p>Levelled Reader; TR pp. 41-43</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 explain how stories about diverse local and surrounding communities are shaped by the contributions of individuals and groups. <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 investigate ways that 	<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><i>Outcomes</i></p> <ul style="list-style-type: none"> Students investigate and explain how the characteristics of plants and animals contribute to survival. 	<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><i>Outcomes</i></p> <ul style="list-style-type: none"> Students analyze and implement strategies that contribute to community 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><i>Outcomes</i></p> <ul style="list-style-type: none"> Students examine artistic choice and create art for the expression of self, 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 examine and discuss how art experiences contribute to

	<p>people's actions affect their relationships with land and place.</p> <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 propose actions that can promote respect for diverse identities. 			connections between self, one another, and communities.
Component	Social Studies	Science	Wellness	Arts
Online Teaching Centre				
Video: At Home on the Land and in the City	<p>Levelled Reader; TR pp. 16-17</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 explain how people's actions can strengthen diverse local and surrounding communities. Students explain how individuals and groups can make fair decisions within 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>	<p style="font-size: 48pt; opacity: 0.5;">Draft</p>	<p>Levelled Reader; TR pp. 16-17</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 analyze and implement strategies that contribute to community well-being. Students describe and exhibit behaviours associated with healthy relationships. 	

	<ul style="list-style-type: none"> Students explain how stories about diverse local and surrounding communities are shaped by the contributions of individuals and groups. <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 investigate ways that people's actions affect their relationships with land and place. Students examine how communities can assist people in addressing their diverse needs. <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 propose actions that can promote respect for diverse identities. 			
<p>Shared Reading: Different Languages</p>	<p>Levelled Reader; TR pp. 18-21</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>Levelled Reader; TR pp. 18-21</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>	

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	<p><i>Outcomes</i></p> <ul style="list-style-type: none"> • Students explain how people’s actions can strengthen diverse local and surrounding communities. • Students explain how individuals and groups can make fair decisions within 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 explain how stories about diverse local and surrounding communities are shaped by the contributions of individuals and groups. <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 propose actions that can promote respect for diverse identities. 		<ul style="list-style-type: none"> • Students analyze and implement strategies that contribute to community well-being. 	
Read Aloud: Views of the Land	<p>Levelled Reader; TR pp. 22-25</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>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>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>	

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	<p><i>Outcomes</i></p> <ul style="list-style-type: none"> • Students explain how people’s actions can strengthen diverse local and surrounding communities. • Students explain how individuals and groups can make fair decisions within 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 explain how stories about diverse local and surrounding communities are shaped by the contributions of individuals and groups. <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 investigate ways that people’s actions affect their relationships with 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 investigate and explain how the characteristics of plants and animals contribute to survival. 	<ul style="list-style-type: none"> • Students analyze and implement strategies that contribute to community well-being. 	
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	<p><i>Outcomes</i></p> <ul style="list-style-type: none">• Students propose actions that can promote respect for diverse identities.			
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