Correlations to the New Alberta DRAFT Curriculum (2018)

Cross-curriculum Correlations on p. 38



Grade 4: English Langua	ge Arts				Under
Essential Understanding					onesun
Engaging with various forms of communication and expression allows us to represent and interpret our understandings of	Shared Reading Books	Teacher's Resource	Read Aloud (Teacher's Resource)	Video (Online Teaching Centre)	Shared Reading (Online Teaching
the world in multiple ways.					Centre)
Guiding Question: How can I ref Learning Outcome: Students de for different audiences and pur	monstrate a variety of			-	
 Conceptual Knowledge oral, written, and visual communication, including body language, can be adjusted depending on purpose and audience oral language and tone of voice are adjusted when communicating with peers and adults 	Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up	TR pp. 15-16 TR pp. 17-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-40 TR pp. 41-43	Residential Schools	Honouring Promises	Keeping Treaty Promises
 oral language traditions have many purposes oral language skills bu relationships and solve problems 	RA		T		
• First Nations, Métis, and Inuit oral storytelling strengthens understandings of culture					
 listening is an active process that involves building upon ideas and providing feedback 					
 Procedural Knowledge choose a variety of ways to orally communicate stories, events, experiences, and information with details and images, considering audience and purpose 	Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up	TR pp. 15-16 TR pp. 17-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36	Residential Schools	Honouring Promises	Keeping Treaty Promises
 communicate for a variety of purposes, including to entertain, develop positive relationships, or explore solutions to problems 	- F F	TR pp. 37-40 TR pp. 41-43			
 adjust language, tone of voice, volume, facial expressions, 					

 gestures, or pace intentionally for audience and purpose communicate orally with a variety of descriptive, subject- 					
 specific, academic words, synonyms, and antonyms related to curricular content apply a variety of strategies to listen for different purposes communicate with peers and 					
adults using strategies, including paraphrasing key points or ideas, making relevant comments, making personal connections to the conversation, and disagreeing constructively					
Literacy IMPORTANCE OF LITERACY: Purpose (LA1a) Purpose Students recognize how lite enhances learning opportu- and provides enjoyment. CONSTRUCT MEANING: Voc Pulary (LKU3b) Vocabulary Students acquire and use precise and descriptive vocabulary, general academic vocabulary (e.g., identification, definition), and subject/discipline-specific vocabulary (e.g., pulley, ecosystem) related to learning experiences. CONSTRUCT MEANING: Comprehension Strategies (LKU3d) Comprehension Strategies* Students select, refine, and apply strategies when viewing, listening to, and interacting with subject/discipline-area texts. Comprehension strategies* include predicting, making connections, determining importance, questioning, visualizing, inferring, summarizing, and synthesizing (Harvey & Goudvis, 2000).	Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Despectful? Storms in Stailord Glas Spection Units	TR pp. 15-16 TR pp. 17-20 TR pp. 21-24 TR pp. 25-27 TR pp. 1-33 TR pp. 1-33 TR pp. 1-27 ? pp. 7-40 1 op. 1-43	Residential Schools	Honouring Promises	Keeping Treaty Promises

 multiple pieces of information to enhance or clarify understanding accessing information from a variety of digital or non-digital 					
 evaluating authenticity, reliability or validity to appropriately interpret or use information synthesizing or organizing 	Stories in Stained Glass Speaking Up	TR pp. 31-33 TR pp. 34-36 TR pp. 37-40 TR pp. 41-43			
ethically	Fair and Respectful?	TR pp. 28–30			
 using, sharing or storing information effectively and 	Symbols Send a Message The Numbered Treaties:	TR pp. 21-24 TR pp. 25-27			Promises
Managing Information	Treaty Days	TR pp. 17–20	Schools	Promises	Treaty
Competencies	Making Treaties	TR pp. 15–16	Residential	Honouring	Keeping
quantitative and spatial concepts encountered in real-life situations.		TR pp. 41–43			
objects, or analogies to explain	· ·	TR pp. 37–40			
terminology, gestures, symbols,	Speaking Up	TR pp. 34–36			
Students identify and use meaningful	Stories in Stained Glass	TR pp. 28-30 TR pp. 31-33			
(NKU3c) Communication	and Respectful?	TR pp. 25–27 TR pp. 28–30			
COMMUNICATE: Communication	Symbols Send a Message The Numbered Treaties: Fair	TR pp. 21–24			Promises
INTERPRET, REPRESENT,	Trea Days	1 pp. 7–20	Schools	Promises	Treaty
Numeracy	Mak g Treat s	°pp. 5–16	Resident I	Honouring	Keeping
to their purpose or intent.					
Students organize texts according					
Intent					
(LKU4c)					
COMMUNICATE MEANING: Intent					
formal and informal situations).					
respect social/cultural practices,					
with peers and adults (e.g., to					
language, tone, and formality, as appropriate, when communicating					
Students adjust oral and written					
Audience					
Audience (LKU4b)					
COMMUNICATE MEANING:					
vocabulary.)					
accurate and descriptive					
communication (e.g., tone, figurative language, bolding,					
to use effects to enhance communication (e.g., tone,					
information in a logical and begin					
Students present ideas or					
Clarity					
(LKU4a)					

sources					
 Communication demonstrating respect and responsibility when communicating with other expressing ideas or concepts using appropriate language, conventions, or protocols decoding and interpreting ideas or information shared through verbal or non-verbal formats considering perspectives emotions and experiences when seeking shared understandings clarifying the purpose or intention of a message in relation to audience, context or culture 					
Guiding Question: How can wor	d analysis strategies su	pport the co	nstruction ar	nd expressio	n of
meaning? Learning Outcome: Stu	ply view lysis strate	egies in the	S	nd expressi	ion of
meaning.					
 Conceptual Knowledge prefixes (morphemes) and affect meaning the development of English words has been influenced by other languages, including French 	Mal John Solution Tready Days Symols Seno Mr sage The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up	 R pp. Pp. 7-20 T pp. 1-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-40 TR pp. 41-43 	Resident I Schools	Honouring Promises	Keeping Treaty Promises
 context helps interpretation of the meaning of new words word analysis strategies support reading and spelling unfamiliar 		in hh 41-43			

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Procedural Knowledge	Making Treaties	TR pp. 15–16	Residential	Honouring	Keeping
• apply strategies to read and	Treaty Days	TR pp. 17–20	Schools	Promises	Treaty
spell unfamiliar and	Symbols Send a Message	TR pp. 21–24			Promises
multisyllabic words in context	The Numbered Treaties:	TR pp. 25–27			
	Fair and Respectful?	TR pp. 28–30			
• analyze word parts, including	Stories in Stained Glass	TR pp. 31–33			
affixes and root words, for	Speaking Up	TR pp. 34–36			
origins and meaning (etymology)		TR pp. 37–40			
		TR pp. 41–43			
• recognize that English words and					
expressions may come from					
other cultures and languages					
• spell high-utility and subject-					
specific words in context					
specific words in context					
• construct meaning of high-utility					
words and subject-specific words					
in context while reading					
Literacy	Making Treaties	TR pp. 15–16	Residential	Honouring	Keeping
RULES OF LANGUAGE: Word	Treaty Days	TR pp. 17–20	Schools	Promises	Treaty
Formation (LKU1a)	Symbols Send a Message	TR pp. 21–24			Promises
Word Formation	The Numbered Treaties:	TR pp. 25–27			
Students know how parts c	Fair Proofful?	TR pp. 22 22			
can be used to form new w ds (e.g.,	Stor is in Stai d Glas	TR pp. 1–33			
compound words, basic Greek and	ipe vina lla	тR pp. 1-26			
Latin roots and affixes).		pp. 7–40 ک			
		1 າp. 1–43			
RULES OF LANGUAGE: Conventions			_		
(LKU1b)					
Conventions					
Students understand and use					
conventions of language					
(grammatical structure, symbols,					
notations, punctuation,					
capitalization, and spelling) to					
comprehend and communicate oral,					
print, or digital texts*.					
CONSTRUCT MEANING:					
Comprehension Strategies (LKU3d)					
Comprehension Strategies*					
Students select, refine, and apply					
strategies when viewing, listening to,					
and interacting with					
subject/discipline-area texts.					
Numeracy					
None specified.			Death of t	llan :	
Competencies	Making Treaties	TR pp. 15-16	Residential	Honouring	Keeping
	Treaty Days	TR pp. 17–20	Schools	Promises	Treaty

 Communication demonstrating respect and responsibility when communicating with other expressing ideas or concepts using appropriate language, conventions, or protocols decoding and interpreting ideas or information shared through verbal or non-verbal formats considering perspectives emotions and experiences when seeking shared understandings clarifying the purpose or intention of a message in relation to audience, context or culture 	Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up	TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-40 TR pp. 41-43			Promises
Guiding Question: How can the integrated for audience and put	•	of text forms	, features, ai	nd story eler	nents be
Learning Outcome: Students and	•	ext use text fo	orms for a sr	pecific audie	nce and
purpose.					
Conceptual Knowledge	Making Treaties	TR pp. 15–16	Residential	Honouring	Keeping
• texts have various purposes	Treaty Days	TR pp. 17–20	Schools	Promises	Treaty
 stories have elements, setting, characters, plo and a problem or can include teachings, morals, or v there are multiple ways to structure a story using different elements forms, features, and story elements affect interpretations of text First Nations, Métis, and Inuit text forms have specific elements and features that connect to land and place 	Symia in the information of the second secon	TR pp. 5-27 TR pp. 5-27 'pp. 1-33 T pp. 4-36 TR pp. 37-40 TR pp. 41-43	Peridontial		Promises
 Procedural Knowledge explain how texts inform, persuade, entertain, and inspire compare the text features and elements in various text forms, including stories, letters, informational, persuasive, descriptive, poetic, web pages, land, or artifacts 	Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up	TR pp. 15-16 TR pp. 17-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 31-33 TR pp. 34-36 TR pp. 37-40 TR pp. 41-43	Residential Schools	Honouring Promises	Keeping Treaty Promises



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• explain the connections between text forms and their related text features, including images, words, titles, icons, layout, tables of contents, captions, headings, glossaries, sidebar menus, hyperlinks, or landmarks					
• compare and contrast the ways creators of text use forms, features, and story elements					
 identify how specific elements and features connect to land or place in First Nations, Métis, and Inuit text forms 					
Literacy	Making Treaties	TR pp. 15–16	Residential	Honouring	Keeping
CONSTRUCT MEANING: Text	Treaty Days	TR pp. 17-20	Schools	Promises	Treaty
Organization (LKU3c) Text Organization	Symbols Send a Message The Numbered Treaties:	TR pp. 21–24 TR pp. 25–27			Promises
Students know that conventional	Fair and Respectful?	TR pp. 25-27			
and digital texts are organi	Storing Charlenge Glass	TR pp. 20 50			
different ways (e.g., purpos	Spe ring Up	TR pp. 4–36		Γ	
audience, delivery mode) a d begin		TR pp. 7 40			
to use this knowledge to suport		rp. 1–43 א			
comprehension.					
CONSTRUCT MEANING:					
Comprehension Strategies (LKU3d) Comprehension Strategies*					
Students select, refine, and apply					
strategies when viewing, listening to,					
and interacting with					
subject/discipline-area texts.					
COMMUNICATE MEANING: Clarity					
(LKU4a)					
Clarity					
Students present ideas or					
information in a logical and clear					
manner and begin to use effects to enhance communication (e.g., tone,					
figurative language, bolding,					
accurate and descriptive					
vocabulary.)					
COMMUNICATE MEANING: Intent					
(LKU4c)					

Intent					
Students organize texts according to					
their purpose or intent.					
Numeracy	Making Treaties	TR pp. 15–16	Residential	Honouring	Keeping
IMPORTANCE OF NUMERACY: Purpose	Treaty Days	TR pp. 13–10 TR pp. 17–20	Schools	Promises	Treaty
(NA1a)	Symbols Send a Message	TR pp. 21–24	Schools	FIOIIISES	Promises
Purpose	The Numbered Treaties: Fair				FIOIIISES
Students recognize that numeracy	and Respectful?	TR pp. 23–27 TR pp. 28–30			
helps people make informed decisions.	Stories in Stained Glass	TR pp. 28–30 TR pp. 31–33			
helps people make informed decisions.	Speaking Up	TR pp. 31–35 TR pp. 34–36			
INTERPRET, REPRESENT,	sheaking oh	TR pp. 34–30 TR pp. 37–40			
		TR pp. 37–40 TR pp. 41–43			
COMMUNICATE: Interpretation and		1R pp. 41–43			
Representation of Spatial Information					
(NKU3b)					
Interpretation and Representation of					
Spatial Information					
Students interpret or create models					
and labelled diagrams* to represent					
spatial concepts (e.g., mind maps,					
topographical maps, timelines).			Destination of the		1/ 1
Competencies	Making Treaties	TR pp. 15-16	Residential	Honouring	Keeping
Critical Thinking	Treaty Days	TR pp. 17-20	Schools	Promises	Treaty
Demonstrating intellectual	Symbols Send a Message	TR pp. 21–24			Promises
integrity, fairness and	The Treaties	TR pp.			
mindedness	Fair nd Respectful?	TR pp. 8-30			
• synthesizing thoughts id	itor a in St	TR pp.			
information to discove or	spe ting U _k	pp. 4–36 ?			
extend understanding		1 າp. 7–40			
• reflecting upon and evaluating		TR pp. 41–43			
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					
Managing Information					
0.0					
 using, sharing or storing information effectively and 					
information effectively and ethically					
2					
evaluating authenticity, reliability or validity to appropriately					
or validity to appropriately interpret or use information					
multiple pieces of information to					
enhance or clarify					
understanding					
accessing information from a					
variety of digital or non-digital					

sources					
Guiding Question: In what	ways does artistic expressio	n in a variety	of texts cre	ate an effect	?
	ts analyze a variety of ways	· · · · · · · · · · · · · · · · · · ·			
Conceptual Knowledge	Making Treaties	TR pp. 15–16	Residentia	Honouring	Keeping
• authors craft texts in a vari		TR pp. 17–20	l Schools	Promises	Treaty
of ways for an effect	Symbols Send a Message	TR pp. 21–24			Promises
	The Numbered Treaties:	TR pp. 25–27			
• literary techniques, includi		TR pp. 28–30			
word play, alliteration, sen		TR pp. 31–33			
details, and onomatopoeia,	-	TR pp. 34–36			
be combined to create an		TR pp. 37–40			
effect		TR pp. 41–43			
Procedural Knowledge	Making Treaties	TR pp. 15–16	Residentia	Honouring	Keeping
 explain how personal respo 	<u> </u>	TR pp. 17-20	I Schools	Promises	Treaty
are affected by artistry in to		TR pp. 21–24			Promises
are anceted by artistry in th	The Numbered Treaties:	TR pp. 25–27			1 Tonnises
• explain ways that authors u		TR pp. 23-27			
words, images, punctuation	-	TR pp. 28-30 TR pp. 31-33			
font to create an effect	Speaking Up	TR pp. 31-35 TR pp. 34-36			
Tone to create an effect	Speaking op	TR pp. 34–30 TR pp. 37–40			
 describe images created fro 	m	TR pp. 37-40 TR pp. 41-43			
C C		1K pp. 41-45			
literary techniques, includi	IS				
word choice, word play,			L	L	
alliteration, sensory de				1	
onomatopoeia					
	l and				
image choice					
	.				
• explain the effects of combi	ning				
literary techniques					
Literacy	Making Treaties	TR pp. 15–16	Residentia	Honouring	Keeping
RULES OF LANGUAGE: Convention	, ,	TR pp. 17–20	l Schools	Promises	Treaty
(LKU1b)	Symbols Send a Message	TR pp. 21–24			Promises
Conventions	The Numbered Treaties:	TR pp. 25–27			
Students understand and use	Fair and Respectful?	TR pp. 28–30			
conventions of language	Stories in Stained Glass	TR pp. 31–33			
(grammatical structure, symbol	s, Speaking Up	TR pp. 34–36			
notations, punctuation,		TR pp. 37–40			
capitalization, and spelling) to		TR pp. 41–43			
comprehend and communicate					
oral, print, or digital texts*.					
CONSTRUCT MEANING:					
Comprehension Strategies (LKU	3d)				
Comprehension Strategies*					
Students select, refine, and app	ly				
strategies when viewing, listeni	ng				
to, and interacting with					
subject/discipline-area texts.					

COMMUNICATE MEANING: Clarity					
LKU4a)					
Clarity					
Students present ideas or					
nformation in a logical and clear					
manner with some details.					
COMMUNICATE MEANING: Media					
nfluence (LKU4e)					
Media Influence					
Students recognize how media can					
evoke emotions.					ļ
Numeracy					
none specified	ļ				
Competencies	Making Treaties	TR pp. 15–16	Residentia	Honouring	Keeping
Critical Thinking	Treaty Days	TR pp. 17–20	l Schools	Promises	Treaty
Demonstrating intellectual	Symbols Send a Message	TR pp. 21–24			Promises
integrity, fairness and open-	The Numbered Treaties:	TR pp. 25–27			
mindedness	Fair and Respectful?	TR pp. 28–30			
synthesizing thoughts and	Stories in Stained Glass	TR pp. 31–33			
information to discover or	Speaking Up	TR pp. 34–36			
extend understandings		TR pp. 37–40			
reflecting upon and ev		TR pp.			
reasoning behind thou ts, beliefs or actions					
 applying reasoned app aches or relevant criteria to 					
conceptualize, analyze or make					
judgements					
questioning and analyzing					
evidence, assertions or					
assumptions					
Communication					
 demonstrating respect and 					
responsibility when					
communicating with other					
expressing ideas or concepts					
using appropriate language, conventions, or protocols					
decoding and interpreting ideas or information shared through					
verbal or non-verbal formats					
considering perspectives					
emotions and experiences when					
seeking shared understandings					
clarifying the purpose or					
intention of a message in					
relation to audience, context or					
culture					
culture					



Lea	arning Outcome: Students and	alyze and evaluate how	personal inte	erpretations	of texts are	formed.
	ceptual Knowledge	Making Treaties	TR pp. 15–16	Residential	Honouring	Keeping
•	interactions with people who	Treaty Days	TR pp. 17–20	Schools	Promises	Treaty
	have diverse perspectives	Symbols Send a Message	TR pp. 21–24			Promises
	provide insight into personal	The Numbered Treaties:	TR pp. 25–27			
	interpretations of texts	Fair and Respectful?	TR pp. 28–30			
	······ p· ······ ··· ····	Stories in Stained Glass	TR pp. 31–33			
•	thinking processes support the	Speaking Up	TR pp. 34–36			
•	personal interpretations of texts	speaking op	TR pp. 37-40			
	personal interpretations of texts		TR pp. 41-43			
•	text evidence supports and enhances personal interpretations		in pp. 41-45			
•	context contributes to meaning					
•	figurative language, including					
	similes, onomatopoeia, and					
	alliteration, supports					
	visualization					
٠	text features, including images,					
	captions, tables of contents,					
	headings, glossaries, si					
	menus, hyperlinks, or				[
	landmarks, contribute					
	understanding					
•	story elements, including					
	setting, characters, plot,					
	problem and teachings, morals,					
	and values, can contribute to					
	understanding					
Pro	cedural Knowledge	Making Treaties	TR pp. 15–16	Residential	Honouring	Keeping
٠	determine evidence to support	Treaty Days	TR pp. 17–20	Schools	Promises	Treaty
	personal interpretations	Symbols Send a Message	TR pp. 21–24			Promises
	-	The Numbered Treaties:	TR pp. 25–27			
•	communicate how personal	Fair and Respectful?	TR pp. 28–30			
	interpretations of texts are	Stories in Stained Glass	TR pp. 31–33			
	formed	Speaking Up	TR pp. 34–36			
			TR pp. 37–40			
٠	apply strategies that support		TR pp. 41–43			
	thinking processes					
•	make inferences and predictions					
	about a character's motives,					
	thoughts, and feelings with					
	supporting evidence from text					
٠	explain visualizations that					
	1	1	1	1	1	1

support the interpretation of text					
• synthesize how key events in a story relate to the resolution					
• explain the relationship between the main idea and details in texts					
• explain how text features support personal interpretations of meaning					
• read an increasing variety of high- utility and topic-specific words					
Literacy LEARNER AWARENESS: Personal Insight (LA2a) Personal Insight Students identify and describe their literacy strengths and challenges. With some guidance, they regulate* their learning. TASK AWARENESS: Task And (LA3a) Task Analysis Students analyze a task and identify the literacy skills needed to complet it. CONSTRUCT MEANING: Background Knowledge (LKU3a) Background Knowledge Students make connections to background knowledge and, with guidance, identify gaps to explore new information. CONSTRUCT MEANING: Vocabulary	Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up	TR pp. 15-16 TR pp. 17-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-40 TR pp. 41-43	Residential Schools	Honouring Promises	Keeping Treaty Promises
(LKU3b) Vocabulary Students acquire and use precise and descriptive vocabulary, general academic vocabulary (e.g., identification, definition), and subject/discipline-specific vocabulary					
(e.g., pulley, ecosystem) related to learning experiences.					
CONSTRUCT MEANING: Text Organization (LKU3c) Text Organization					

Students know that conventiona digital texts are organized in diffe ways (e.g., purpose, audience, de mode) and begin to use this knowledge to support comprehension. CONSTRUCT MEANING: Comprehension Strategies (LKU3 Students select, refine, and apply strategies when viewing, listenin and interacting with subject/discipline-area texts. Numeracy none specified	livery d) y				
Competencies Critical Thinking Demonstrating intellectual integrity, fairness and open- mindedness synthesizing thoughts and information to discover or extend understandings reflecting upon and ev reasoning behind thou beliefs or actions applying reasoned app or relevant criteria to conceptualize, analyze or ma judgements questioning and analyzing evidence, assertions or assumptions Managing Information using, sharing or storing information effectively and ethically evaluating authenticity, reliabil or validity to appropriately interpret or use information synthesizing or organizing multiple pieces of informatio to enhance or clarify understanding accessing information from a variety of digital or non-digit	es ake	TR pp. 15-16 TR pp. 17-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-40 TR pp. 37-40	Residential Schools	Honouring Promises	Keeping Treaty Promises



Learning Outcome: Students of	create texts for a specific a	audience and	purpose		
 Conceptual Knowledge drawing on feelings, ideas, personal experiences, information, and diverse texts supports the crafting of texts for a variety of purposes the writing process is a cycle that can be individualized story elements, literary techniques, text forms, and text 	Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up	TR pp. 15-16 TR pp. 17-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-40 TR pp. 41-43	Residential Schools	Honouring Promises	Keeping Treaty Promises
features can be selected to create desired effects for the audience	-				
 the order and organization of words, sentences, paragraphs, and images contribute to and affect the message 					
 revising is an ongoing process that provides clarity to and interview texts 					
 editing is an ongoing pross that helps to communicate id clearly 					
 Procedural Knowledge choose the text form by consideria audience and purpose, including to inform, persuade, inspire, or entertain 		TR pp. 15-16 TR pp. 17-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33	Residential Schools	Honouring Promises	Keeping Treaty Promises
 apply a variety of strategies for generating, organizing, and recording ideas 		TR pp. 31-33 TR pp. 34-36 TR pp. 37-40 TR pp. 41-43			
 apply an increasing variety of descriptive and topic-specific vocabulary depending on purpo 	ose				
 apply literary techniques being explored, including onomatopoeia, alliteration, similes, descriptive words, and rhymes that enhance effect 					
 create stories with elements, including setting, characters, and plot, or elements that may reflect 					

 different cultures or authors' styles choose text features, including images, captions, labels, tables of contents bacdings glasseries
images, captions, labels, tables of
contents, headings, glossaries, layout, or hyperlinks, appropriate to audience and purpose
handwrite legibly with increasing fluency, with or without digital tools
 use keyboarding skills to create and revise texts, using features within digital tools to format texts
adapt personal voice where appropriate, considering audience
write a variety of sentences that vary in length and complexity
 revise texts to ensure a logical progression of ideas and information and to add inerest write with commas after introductory words and insistent apply capital letters, end punctuation, and correct spelling
apply a variety of strategies to accurately spell words
LiteracyMaking TreatiesTR pp. 15-16ResidentialHonouringKeepingLEARNER AWARENESS: PersonalTreaty DaysTR pp. 17-20SchoolsPromisesTreatyInsight (LA2a)Symbols Send a MessageTR pp. 21-24SchoolsPromisesPromisesPersonal InsightThe Numbered Treaties:TR pp. 25-27TR pp. 28-30Stories in Stained GlassTR pp. 31-33Speaking UpTR pp. 31-33TR pp. 31-33With some guidance, they regulate*Speaking UpTR pp. 37-40TR pp. 41-43Frap. 41-43Frap. 41-43TASK AWARENESS: Task AnalysisStudents analyze a task and identify the literacy skills needed to complete it.Iteracy skills needed to c
RULES OF LANGUAGE: Conventions

 (LKU1b) Conventions Students understand and use conventions of language (grammatica structure, symbols, notations, punctuation, capitalization, and spelling) to comprehend and communicate oral, print, or digital texts*. CONSTRUCT MEANING: Vocabulary (LKU3b) Vocabulary Students acquire and use precise and descriptive vocabulary, general academic vocabulary (e.g., identification, definition), and subject/discipline-specific vocabulary (e.g., pulley, ecosystem) related to learning experiences. COMMUNICATE MEANING: Clarity (LKU4a) Clarity Students present ideas or i ormatic in a logical and clear mann begin to use effects to endore communication (e.g., tone, muratic) language, bolding, accurate and descriptive vocabulary.) COMMUNICATE MEANING: Audience (LKU4b) Audience Students adjust oral and written language, tone, and formality, as appropriate, when communicating with peers and adults (e.g., to respect social/cultural practices, formal and informal situations). COMMUNICATE MEANING: Intent (LKU4c) Intent Students organize texts according to their purpose or intent COMMUNICATE MEANING: Modes and Media (LKU4d) Modes and Media 					
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represent and communicate ideas, experiences, understandings, and concepts. They use diverse modes and media to share and present. Numeracy QUANTITATIVE INFORMATION: Patterns and Relationships (NKU1d) Patterns and Relationships Students analyze and use patterns, including increasing or decreasing patterns, to make simple predictions in real-life situations. SPATIAL INFORMATION: Management of Space (NKU12b)	Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up	TR pp. 15-16 TR pp. 17-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-40 TR pp. 41-43	Residential Schools	Honouring Promises	Keeping Treaty Promises
Space (NKU2b) Management of Space Students judge and refine the use of the space around or between bodies, objects, or shapes with fluency (e.g., positive/negative space).					
 Competencies Creativity and Innovation demonstrating initiative, resourcefulness and perseverance when transformin, ideas into actions, prodicts or services evaluating and adapting ideas evaluating and adapting ideas evaluating 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 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 	Making Treaties Treaty Days Symbols Send a Message The time based Treatie Fail and Resplictful? Store and Gliss Spliking u	TR pp. 15-16 TR pp. 17-20 TR pp. 21-24 TR pj 28-30 TR pj 28-30 TR pj 34-36 'pj 37-40 TR pp. 41-43	Residential Schools	Honouring Promises	Keeping Treaty Promises

 seeking shared understandings clarifying the purpose or intention of a message in relation to audience, context or culture 					
Guiding Question: How can refin shape my understanding?					
Learning Outcome: Students app about a chosen topic in the cons			satisfies an	d encourage	s curiosity
 Conceptual Knowledge the inquiry process helps manage information and shape understandings about a chosen topic inquiry is a process that can be influenced by choices information can be ranked, sorted, and validated when consulting a variety of sources, including people, 	Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up	TR pp. 15–16 TR pp. 17–20 TR pp. 21–24	Residential Schools	Honouring Promises	Keeping Treaty Promises
 land, books, or digital texts information can be relevant and irrelevant, reliable and u Procedural Knowledge ask questions to focus in uiry about a chosen topic choose topics and sources to focus inquiry based on preference or purpose generate appropriate categories to sort information explore ways to determine relevance and reliability of information related to a chosen 	Maing Treati Tre Syr pols Se, l'a Mercage The Jumbere Tre dies: Fair and Respectful? Stories in Stained Glass Speaking Up	TR pr 15-16 TR pr 21-24 pr 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-40 TR pp. 41-43	Reside ial Schoo	Honouring Promises	Keeping Treaty Promises
 topic connect background knowledge and new ideas to a chosen topic apply a variety of skills when navigating digital texts and other texts summarize main ideas in a variety of ways, including pictures, words, and complete sentences 					
• reflect on strengths and areas for					

improvement to adjust an inquiry process					
Literacy IMPORTANCE OF LITERACY: Purpose (LA1a) Purpose Students recognize how literacy enhances learning opportunities and provides enjoyment. LEARNER AWARENESS: Personal Insight (LA2a) Personal Insight Students identify and describe their literacy strengths and challenges. With some guidance, they regulate* their learning.	Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up	TR pp. 15-16 TR pp. 17-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-40 TR pp. 41-43	Residentia l Schools	Honouring Promises	Keeping Treaty Promises
TASK AWARENESS: Task Analysis (LA3a) Task Analysis Students analyze a task and identify the literacy skills needed to complete it. ACQUIRE INFORMATION: D Questions (LKU2a) Develop Questions Students determine a purpose for their information search and develop questions to focus their search and select appropriate sources. *	RA				
ACQUIRE INFORMATION: Access (LKU2b) Access Students select, sort, and analyze information from a variety of sources* to respond to a problem, question, or topic. With guidance, students identify areas or gaps to determine further information needs.					
ACQUIRE INFORMATION: Evaluate (LKU2c) Evaluate Students evaluate information from several sources by identifying fact and fiction, determining relevant and irrelevant information, and					

considering the intent of the message or the point of view.					
CONSTRUCT MEANING: Comprehension Strategies (LKU3d) Comprehension Strategies* Students select, refine, and apply strategies when viewing, listening to, and interacting with subject/discipline-area texts.					
Numeracy QUANTITATIVE INFORMATION: Organization of Data (NKU1e) Organization of Data Students organize objects, ideas, or information using a variety of classifications system.	Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up	TR pp. 28–30 TR pp. 31–33 TR pp. 34–36 TR pp. 37–40 TR pp. 41–43	Residential Schools	Honouring Promises	Keeping Treaty Promises
 Competencies Critical Thinking Demonstrating intellectual integrity, fairness and open- mindedness synthesizing thoughts ind information to discove or extent understandings reflecting upon and ev uation 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 Managing Information using, sharing or storing information effectively and ethically evaluating authenticity, reliability or validity to appropriately interpret or use information synthesizing or organizing multiple pieces of information to enhance or clarify understanding accessing information from a variety of digital or non-digital sources 	Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Connectful? Stores in Stared Glars Sportion 11	TR pp. 15-16 TR pp. 17-20 TR pp. 21-24 TR pp. 25-27 TR pj 31-33 TR pj 31-33 TR pj 37-40 Ypj 41-43	Residentia I Schools	Honouring Promises	Keeping Treaty Promises

	iding Question: How do we a	-			· · · · · · · · · · · · · · · · · · ·	
	rning Outcome: Students de				of texts.	
Con	ceptual Knowledge	Making Treaties	TR pp. 15–16	Residential	Honouring	Keeping
•	laws dictate how sources of	Treaty Days	TR pp. 17–20	Schools	Promises	Treaty
	information and ideas are credited	Symbols Send a Message	TR pp. 21–24			Promises
		The Numbered Treaties: Fair				
•	people must be asked permission	and Respectful?	TR pp. 28–30			
	to have their name used and image	Stories in Stained Glass	TR pp. 31–33			
	recorded in some contexts	Speaking Up	TR pp. 34–36			
	images and other sources of		TR pp. 37–40			
•	images and other sources of information must be credited		TR pp. 41–43			
•	credit is given to First Nations,					
	Métis, and Inuit knowledge and					
	teachings by referencing sources					
Pro	cedural Knowledge	Making Treaties	TR pp. 15–16	Residential	Honouring	Keeping
•	acknowledge sources in	Treaty Days	TR pp. 17–20	Schools	Promises	Treaty
	alphabetical order	Symbols Send a Message	TR pp. 21–24			Promises
		The Numbered Treaties: Fair				
	explore criteria to examine	and Respectful?	TR pp. 28–30			
	trustworthy sources	Stories in Stained Glass	TR pp. 31-33			
•	recognize when copyrigi and apply to texts	Speaking Up	TR pp. 34–36 TR pp , -, - TR pp 1–43			
•	explain why permission needed when recording images person, in certain contexts					
•	paraphrase ideas from trustworthy sources					
•	respect First Nations, Métis, and Inuit protocols in appropriate contexts					
ACC (LK) Ethi Stu the digi COI Con Con Stu	racy QUIRE INFORMATION: Ethical Use J2d) ical Use dents respect and acknowledge ownership of oral, print, and tal texts. NSTRUCT MEANING: nprehension Strategies (LKU3d) nprehension Strategies* dents develop and use strategies en viewing, listening to, and eracting with texts.	Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up	TR pp. 15-16 TR pp. 17-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-40 TR pp. 41-43	Residential Schools	Honouring Promises	Keeping Treaty Promises

Numeracy none listed for this learning outcome					
 Competencies Managing Information using, sharing or storing information effectively and ethically evaluating authenticity, reliability or validity to appropriately interpret or use information synthesizing or organizing multiple pieces of information to enhance or clarify understanding accessing information from a variety of digital or non-digital sources 	Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up	TR pp. 15–16 TR pp. 17–20 TR pp. 21–24 TR pp. 25–27 TR pp. 28–30 TR pp. 31–33 TR pp. 34–36 TR pp. 37–40 TR pp. 41–43	Residential Schools	Honouring Promises	Keeping Treaty Promises
 Communication demonstrating respect and responsibility when communicating with other expressing ideas or concepts using appropriate lang age, conventions, or protocols decoding and interprenent grideas or information shared arough verbal or non-verbal formation shared arough verbal or non-verbal formations and experiences when seeking shared understandings clarifying the purpose or intention of a message in relation to audience, context or culture 					

another.					
Conceptual Knowledge	Making Treaties	TR pp. 15–16	Residential	Honouring	Keeping
language can influence oneself and	Treaty Days	TR pp. 17–20	Schools	Promises	Treaty
one another in positive and negative	•	TR pp. 21–24			Promises
ways	Message	TR pp. 25–27			
	The Numbered Treaties:				
individuals are responsible for the	Fair and Respectful?	TR pp. 31–33			
language they use	Stories in Stained Glass	TR pp. 34–36			
	Speaking Up	TR pp. 37–40			
 an individual's voice can have influence 		TR pp. 41–43			
• a united voice can be persuasive	Making Treation	TD an 45 46	Decidential	Heneuving	Keening
Procedural Knowledge	Making Treaties	TR pp. 15-16	Residential	Honouring	Keeping
analyze how tone, volume, word	Treaty Days	TR pp. 17-20	Schools	Promises	Treaty
choice, or emphasis can be used to	Symbols Send a	TR pp. 21–24			Promises
influence	Message	TR pp. 25–27			
	The Numbered Treaties:	TR pp. 28–30			
describe how persuasion can be	Fair and Respectful?	TR pp. 31–33			
used as a technique to influence	Stories in Stained Glass	TR pp. 34–36			
	Speaking Up	TR pp. 37–40			
describe the effects that language		TR pp. 41–43	_		
has on oneself and one a stner					
explore the influence of u ited			1 I.		
voices					
Literacy	Making Treaties	16–כו' .קע TR	Residential	Honouring	Keeping
MPORTANCE OF LITERACY: Participation	Treaty Days	TR pp. 17–20	Schools	Promises	Treaty
LA1b)	Symbols Send a	TR pp. 21–24			Promises
Participation	Message	TR pp. 25–27			
Students recognize how being literate	The Numbered Treaties:	TR pp. 28–30			
enables them to participate in local and	Fair and Respectful?	TR pp. 31–33			
lobal communities.	Stories in Stained Glass	TR pp. 34–36			
, ,	Speaking Up	TR pp. 37–40			
COMMUNICATE MEANING: Audience	1 01	TR pp. 41–43			
LKU4b)					
Audience					
itudents adjust oral and written					
anguage, tone, and formality, as					
ppropriate, when communicating with					
peers and adults (e.g., to respect					
ocial/cultural practices, formal and					
nformal situations).					
COMMUNICATE MEANING: Intent					
LKU4c)					
ntent					
tudents organize texts according to				1	1

their purpose or intent.					
Numeracy					
none listed for this learning outcome					
 Competencies Managing Information using, sharing or storing information effectively and ethically evaluating authenticity, reliability or validity to appropriately interpret or use information synthesizing or organizing multiple pieces of information to enhance or clarify understanding accessing information from a variety of digital or non-digital sources 	Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up	TR pp. 15-16 TR pp. 17-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-40 TR pp. 41-43	Residential Schools	Honouring Promises	Keeping Treaty Promises
 Personal Growth and Well-being demonstrating optimism, flexibility or resilience when adapting to new situations and transitions building healthy relationships to support growth and well-being of self and others making choices or taking ction to promote the safety and vell-being of self or others exploring, selecting or acapting strategies and resources that support personal growth in life, school or career pathways identifying interests, values or skills to set learning, life or career goals 	RA				

Essential Understanding					
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 car		trate to achi	eve my litera	cy goals and	l support my
enjoyment of and engagement wit					
Learning Outcome: Students demo		ategies that s	support enjoy	ment of an	d
engagement and perseverance with		TD nn 45 46	Decidential	Heneuving	Keening
 Conceptual Knowledge text choices can vary based on preference, purpose, and goals when reading, writing, listening, speaking, viewing, or representing literacy involves the ability to confidently use a variety of strategies to persevere when engaging with texts 	Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up	TR pp. 15-16 TR pp. 17-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-40 TR pp. 41-43	Residential Schools	Honouring Promises	Keeping Treaty Promises
being literate supports participation in local and global communities					
Procedural Knowledge choose challenging tex strategies that support perseverance 	I aking Tre ties Paty Date mbois Tend a Path e Numb red eaties: Fair and Respectful?	TR	Resid tial Schoo	Honouring Promises	Keeping Treaty Promises
 set goals that support perseverance, enjoyment, and engagement when interacting with texts 	Stories in Stained Glass Speaking Up	TR pp. 31-33 TR pp. 34-36 TR pp. 37-40 TR pp. 41-43			
 reflect on strategies that support self-confidence, engagement, and enjoyment 					
• follow routines that support enjoyment of and engagement and perseverance with texts					
 recognize that literacy skills support participation in local and global communities 					



Literacy IMPORTANCE OF LITERACY: Participation (LA1b) Participation Students recognize how being literate enables them to participate in local and global communities LEARNER AWARENESS: Personal Insight (LA2a) Personal Insight Students identify and describe their literacy strengths and challenges. With some guidance, they regulate* their learning.	Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up	TR pp. 15-16 TR pp. 17-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-40 TR pp. 41-43	Residential Schools	Honouring Promises	Keeping Treaty Promises
 none listed for this learning outcome Competencies Managing Information 	Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Ories in Chined Gold eaking V	TR pp. 15-16 TR pp. 17-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR [.31-33 TR [.34-36 TR [.37-40 TR [.37-40 TR [.41-43	Residential Schools	Honouring Promises	Keeping Treaty Promises

Guiding Question: How can engaging with diverse texts expand an understanding of self and one another? Learning Outcome: Students explain connections between personal experiences, one another, and diverse texts that develop an awareness of identity.



 Conceptual Knowledge unique stories of self, home, family, community, and culture contribute to identity an awareness of self and one another can be expanded by exploring diverse texts diversity can strengthen an understanding of identity identity develops over time 	Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up	TR pp. 15-16 TR pp. 17-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-40 TR pp. 41-43	Residential Schools	Honouring Promises	Keeping Treaty Promises
 Intentity develops over time Procedural Knowledge explain how experiences of self, home, family, community, or culture influence identity investigate how experiences with diverse texts and one another can expand an awareness of identity explore identity through engagement with and creation of texts 	Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up	TR pp. 15-16 TR pp. 17-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-40 TR pp. 41-43	Residential Schools	Honouring Promises	Keeping Treaty Promises
Literacy CONSTRUCT MEANING: Bac Knowledge (LKU3a) Background Knowledge Students make connections to background knowledge and, with guidance, identify gaps to explore new information. COMMUNICATE MEANING: Clarity (LKU4a) Clarity Students present ideas or information in a logical and clear manner with some details.	Ma ing Treates Treaty Durk Syr pols Ser in Mosage The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up	TR pp. 5-16 R pp. 7-20 pp. 1-24 Th. pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-40 TR pp. 41-43	Residen al Schools	Honouring Promises	Keeping Treaty Promises
Numeracy none listed for this learning outcome Competencies Communication • demonstrating respect and responsibility when communicating with other • expressing ideas or concepts using appropriate language, conventions, or protocols	Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up	TR pp. 15-16 TR pp. 17-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-40	Residential Schools	Honouring Promises	Keeping Treaty Promises

 Personal Growth and Well-being demonstrating optimism, flexibility or resilience when adapting to new situations and transitions building healthy relationships to support growth and well-being of self and others making choices or taking action to promote the safety and well- being of self or others exploring, selecting or adapting strategies and resources that support personal growth in life, school or career pathw ys identifying interests, y ues or 	 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 	TR pp. 41-43	
 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 pathw ys identifying interests, v ues or 	Personal Growth and Well-being		
 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 pathw ys identifying interests, v ues or 	-		
 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 pathw ys identifying interests, v ues or 	. .		
 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 pathw ys identifying interests, v ues or 	adapting to new situations and		
 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 pathw ys identifying interests, v ues or 	transitions		
 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, voues or 			
 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 pathw ys identifying interests, v ues or 			
 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 pathw ys identifying interests, v ues or 			
 being of self or others exploring, selecting or adapting strategies and resources that support personal growth in life, school or career pathw ys identifying interests, v ues or 			
 exploring, selecting or adapting strategies and resources that support personal growth in life, school or career pathw ys identifying interests, v ues or 			
 strategies and resources that support personal growth in life, school or career pathw ys identifying interests, v ues or 			
 support personal growth in life, school or career pathw ys identifying interests, v ues or 			
 school or career pathw ys identifying interests, v ues or 			
identifying interests, v ues or			
skills to set learning, light or caree	skills to set learning, li or caree		
goals			



Essential Understanding					
Analyzing diverse worldviews and	Little Books	Teacher's	Read	Video	Shared
experiences fosters our ability		Resource	Aloud	(Online	Reading
and willingness to live well			(Teacher's	Teaching	(Online
together			Resource)	Centre)	Teaching
-					Centre)
Guiding Question: How can engagi perspectives?	ing with diverse texts h	elp us build	an understaı	nding of diff	erent
Learning Outcome: Students exan	nine a variety of perspe	ctives found	in diverse te	exts.	
Conceptual Knowledge	Making Treaties	TR pp. 15–16	Residential	Honouring	Keeping
• a perspective is a particular way of	Treaty Days	TR pp. 17–20	Schools	Promises	Treaty
viewing something	Symbols Send a Message	TR pp. 21–24			Promises
	The Numbered Treaties:	TR pp. 25–27			
• everyone has a perspective that is	Fair and Respectful?	TR pp. 28–30			
shaped by personal experiences	Stories in Stained Glass	TR pp. 31–33			
and interactions with one another	Speaking Up	TR pp. 34–36			
		TR pp. 37–40			
 perspective taking is seeing a view 		TR pp. 41–43			
other than your own					
Procedural Knowledge	Making Treaties	TR pp. 15–16	Residential	Honouring	Keeping
• connect personal perspectives to	Treaty Days	TR pp. 17–20	Schools	Promises	Treaty
those found in diverse texts	Symbols Send a Message	TR pp. 21–24			Promises
	The Numbered Treaties:	TR pp. 25–27			
 explore and reflect upon the 	Fair and Respectful?	TR pn 28-30	l		
feelings and actions of naracte	spries in spined G A	TR . 31-33			
who have different per pectives	: eaking /	TR 34-36			
(empathy)		TR . 37-40			
		R . 41-43			
Literacy	Making Treaties	TR pp. 15-16	Residential	Honouring	Keeping
Literaty	Treaty Days	TR pp. 15-16	Schools	Promises	Treaty
ACQUIRE INFORMATION: Evaluate	Symbols Send a Message	TR pp. 17-20 TR pp. 21-24	5010015	110111303	Promises
(LKU2c)	The Numbered Treaties:	TR pp. 21–24 TR pp. 25–27			FIUIIISES
Evaluate	Fair and Respectful?	TR pp. 25–27 TR pp. 28–30			
Students evaluate information from	Stories in Stained Glass	TR pp. 28-30			
several sources by identifying fact and	Speaking Up	TR pp. 31–35			
fiction, determining relevant and	shearing oh	TR pp. 34–36			
rrelevant information, and considering		TR pp. 37-40			
the intent of the message or the point of		in pp. 41-43			
5					
view.					
CONSTRUCT MEANING: Background					
Knowledge (LKU3a)					
Background Knowledge					
Students make connections to					
background knowledge and, with					
guidance, identify gaps to explore new					

ONSTRUCT MEANING: Vocabulary (LKU3b) Vocabulary Students acquire and use precise and descriptive vocabulary, general academic vocabulary (e.g., identification, definition), and subject/discipline-specific vocabulary (e.g., pulley, ecosystem) related to learning experiences. CONSTRUCT MEANING: Comprehension Strategies (LKU3d) Comprehension Strategies* Students develop and use strategies when viewing, listening to, and interacting with texts. Numeracy none listed for this learning outcome					
 Competencies Critical Thinking Demonstrating intellectual integrity, fairness and open- mindedness synthesizing thoughts ind information to discove or extenr 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 	Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: I ir and Re pectful Spries in Cained Lass Seakin, Up	TR pp. 15-16 TR pp. 17-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 41-43	Residential Schools	Honouring Promises	Keeping Treaty Promises
 Communication demonstrating respect and responsibility when communicating with other expressing ideas or concepts using appropriate language, conventions, or protocols decoding and interpreting ideas or information shared through verbal or non-verbal formats considering perspectives emotions and experiences when seeking shared understandings 					
clarifying the purpose or intention of a message in relation to					



audience, context or culture			

DRAFT



Essential Understanding					
Exploring connections	Little Books	Teacher's	Read	Video	Shared
strengthens our understandings		Resource	Aloud	(Online	Reading
of relationships to help us make			(Teacher's	Teaching	(Online
meaning of the world.			Resource)	Centre)	Teaching
					Centre)
Guiding Question: How can an awa					
Learning Outcome: Students conn				1	
Conceptual Knowledge	Making Treaties	TR pp. 15–16	Residential	Honouring	Keeping
language can influence thought	Treaty Days	TR pp. 17–20	Schools	Promises	Treaty
	Symbols Send a Message				Promises
perceptions of oneself and one	The Numbered Treaties:	TR pp. 25–27			
another are influenced by language	Fair and Respectful?	TR pp. 28–30			
	Stories in Stained Glass	TR pp. 31-33			
when personal experiences change,	Speaking Up	TR pp. 34-36			
language and thought can change		TR pp. 37-40			
Dresodural Knowledge	Making Treaties	TR pp. 41-43	Residential	Hanauring	Kooning
Procedural Knowledge	Making Treaties	TR pp. 15-16	Schools	Honouring Promises	Keeping
 explain how language changes when 		TR pp. 17-20 TR pp. 21-24	Schools	Promises	Treaty Promises
one thinks about their thinking	Symbols Send a Message The Numbered Treaties:	TR pp. 21–24 TR pp. 25–27			Promises
connect how language	spectful?	TR pp. 25-27			
affect perceptions of sc and one	spectrul spe	TR . 31-33			
another	· πes in c inteu v as.				
unother		TR . 37-40			
• reflect on how languag		R . 41-43			
influence the thinking of self and			_		
one another					
Literacy	Making Treaties	TR pp. 15–16	Residential	Honouring	Keeping
LEARNER AWARENESS: Personal Insight	Treaty Days	TR pp. 17–20	Schools	Promises	Treaty
(LA2a)	Symbols Send a Message	TR pp. 21–24			Promises
Personal Insight	The Numbered Treaties:	TR pp. 25–27			
Students identify and describe their	Fair and Respectful?	TR pp. 28–30			
literacy strengths and challenges. With	Stories in Stained Glass	TR pp. 31–33			
some guidance, they regulate* their	Speaking Up	TR pp. 34–36			
learning.		TR pp. 37–40			
		TR pp. 41–43			
CONSTRUCT MEANING: Background					
Knowledge (LKU3a)					
Background Knowledge					
Students make connections to					
background knowledge and, with					
guidance, identify gaps to explore new					
information.					
COMMUNICATE MEANING: Clarity					
COMMUNICATE MEANING: Clarity					
(LKU4a) Clarity					
Students present ideas or information					
in a logical and clear manner and begin					
in a togical and clear manner and begin					
	32			NEL	.SON
	32				

to use effects to enhance communication (e.g., tone, figurative language, bolding, accurate and descriptive vocabulary.) Numeracy none listed for this learning outcome					
 Competencies Critical Thinking Demonstrating intellectual integrity, fairness and open- mindedness synthesizing thoughts and information to discover or extend understandings reflecting upon and evaluating reasoning behind thoughts, beliefs or actions applying reasoned approaches or relevant criteria to conceptualize, analyze or make judgements questioning and analyzing evidence, assertions or assumptions 	Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up	TR pp. 15-16 TR pp. 17-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-40 TR pp. 41-43	Residential Schools	Honouring Promises	Keeping Treaty Promises
 Communication demonstrating respect and responsibility when communicating with other expressing ideas or concepts using appropriate language, conventions, or protocols decoding and interpreting ideas or information shared through verbal or non-verbal formats considering perspectives emotions and experiences when seeking shared understandings clarifying the purpose or intention of a message in relation to audience, context or culture 	RA				

Guiding Question: How can texts be used to demonstrate how kinship fosters a sense of belonging for First Nations, Métis, and Inuit?

Nations, Métis, and Inuit commun	ities.				
Conceptual Knowledge	Making Treaties	TR pp. 15–16	Residential	Honouring	Keeping
kinship involves supporting one	Treaty Days	TR pp. 17–20	Schools	Promises	Treaty
another	Symbols Send a Message	TR pp. 21–24			Promises
	The Numbered Treaties:	TR pp. 25–27			
• First Nations, Métis, and Inuit texts	Fair and Respectful?	TR pp. 28–30			
can include teachings that	Stories in Stained Glass	TR pp. 31–33			
demonstrate how to build a sense of	Speaking Up	TR pp. 34–36			
belonging		TR pp. 37–40			
		TR pp. 41–43			
• kinship is connected to a sense of					
belonging					
Procedural Knowledge	Making Treaties	TR pp. 15–16	Residential	Honouring	Keeping
recognize how diverse texts reveal	Treaty Days	TR pp. 17–20	Schools	Promises	Treaty
the ways First Nations, Métis, and	Symbols Send a Message	TR pp. 21–24			Promises
Inuit families and communities	The Numbered Treaties:	TR pp. 25–27			
support belonging	Fair and Respectful?	TR pp. 28–30			
	Stories in Stained Glass	TR pp. 31–33			
make connections between personal	Speaking Up	TR pp. 34–36			
experiences and stories about		TR pp. 37–40			
belonging		TR pp. 41–43			
describe different ways t support					
belonging within commu					
Literacy	Maing Trealies	` pp. 5–16	Residen al	Honouring	Keeping
CONSTRUCT MEANING: Background	Treaty Days	Тк µр. 17-20	Schools	Promises	Treaty
Knowledge (LKU3a)	Symbols Send a Message	TR pp. 21–24			Promises
Background Knowledge	The Numbered Treaties:	TR pp. 25–27			
Students make connections to	Fair and Respectful?	TR pp. 28-30			
background knowledge and, with	Stories in Stained Glass	TR pp. 31-33			
guidance, identify gaps to explore new information.	Speaking Up	TR pp. 34-36			
Information.		TR pp. 37-40			
CONSTRUCT MEANING: Vocabulary		TR pp. 41–43			
(LKU3b)					
Vocabulary					
Students acquire and use precise and					
descriptive vocabulary, general					
academic vocabulary (e.g.,					
identification, definition), and					
subject/discipline-specific vocabulary					
(e.g., pulley, ecosystem) related to					
learning experiences.					
CONSTRUCT MEANING: Comprehension					
Strategies (LKU3d)					
Comprehension Strategies*					
Students select, refine, and apply					
strategies when viewing, listening to,					
suategies when viewing, listening to,					

Learning Outcome: Students examine various texts that explain how kinship fosters belonging in First Nations, Métis, and Inuit communities.

and interacting with subject/discipline- area texts.					
COMMUNICATE MEANING: Clarity (LKU4a) Clarity					
Students present ideas or information					
in a logical and clear manner and begin					
to use effects to enhance					
communication (e.g., tone, figurative					
language, bolding, accurate and					
descriptive vocabulary.) Numeracy					
none listed for this learning outcome					
Competencies Critical Thinking • Demonstrating intellectual integrity, fairness and open- mindedness	Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties:	TR pp. 15-16 TR pp. 17-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-20	Residential Schools	Honouring Promises	Keeping Treaty Promises
 synthesizing thoughts and information to discover or extend understandings 	Fair and Respectful? Stories in Stained Glass Speaking Up	TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-40			
 reflecting upon and evaluating reasoning behind thoughts, beliefs or actions 		TR pp. 41–43	-		
 applying reasoned appro thes or relevant criteria to conce tualize, analyze or make judgem ts 	KA				
 questioning and analyzing enderice, assertions or assumptions 					
Cultural and Global Citizenship					
 valuing equity and diversity and believing in the capacity to make a 					
differenceevaluating 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 communitiesanalyzing various ways in which					
decisions are made within cultural,					
environmental, political or					
economic systems					
• considering diverse perspectives					
when examining interactions					
between cultural, environmental,					
political or economic systems and					

communities					
Guiding Question: How can langua	ge be used to enhance	relationship	s?		
Learning Outcome: Students apply				collaboratio	on.
 Conceptual Knowledge respectful language can strengthen relationships within a group 	Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties:	TR pp. 15-16 TR pp. 17-20 TR pp. 21-24 TR pp. 25-27	Residential Schools	Honouring Promises	Keeping Treaty Promises
 having specific roles and responsibilities can foster collaboration toward a common goal 	Fair and Respectful? Stories in Stained Glass Speaking Up	TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-40 TR pp. 41-43			
 Procedural Knowledge interpret how relationships in text are enhanced through collaboration recognize and encourage each person's contributions toward a common goal demonstrate responsibility for a role when collaborating with one another to achieve a common goal create criteria to self-ass s own role in collaboration 	Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up	TR pp. 15-16 TR pp. 17-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-40 TR pp. 41-43	Residential Schools	Honouring Promises	Keeping Treaty Promises
role in collaboration Literacy IMPORTANCE OF LITERACY: Participation (LA1b) Participation Students recognize how being literate enables them to participate in local and global communities. LEARNER AWARENESS: Personal Insight (LA2a) Personal Insight Students identify and describe their literacy strengths and challenges. With some guidance, they regulate* their learning. CONSTRUCT MEANING: Comprehension Strategies (LKU3d) Comprehension Strategies*	Ma ing Treal es Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up	i pp. 5-16 Tk pp. 17-20 TR pp. 21-24 TR pp. 25-27 TR pp. 28-30 TR pp. 31-33 TR pp. 34-36 TR pp. 37-40 TR pp. 41-43	Residen Schools	Honouring Promises	Keeping Treaty Promises
Students select, refine, and apply strategies when viewing, listening to, and interacting with subject/discipline- area texts. Numeracy none listed for this learning outcome					

	5	Making Treaties	TR pp. 15–16	Residential	Honouring	Keeping
Communicati	on	Treaty Days	TR pp. 17–20	Schools	Promises	Treaty
demonstr	rating respect and	Symbols Send a Message	TR pp. 21–24			Promises
responsib	oility when communicating	The Numbered Treaties:	TR pp. 25–27			
with othe	r	Fair and Respectful?	TR pp. 28–30			
expressin	g ideas or concepts using	Stories in Stained Glass	TR pp. 31–33			
appropria	ate language, conventions,	Speaking Up	TR pp. 34–36			
or protoc	ols		TR pp. 37–40			
-	and interpreting ideas or		TR pp. 41–43			
	on shared through verbal					
or non-ve	rbal formats					
	ng perspectives emotions					
	riences when seeking					
	nderstandings					
	the purpose or intention					
	age in relation to					
audience,	, context or culture					
Collaboration						
	exibility, compromise and					
	ibutions of others to					
	ositive working					
relations	•					
	g reciprocity and trust					
	ring ideas or ro					
	ating sensitivit to divers					
	audiences or co lexts					
	rking with othe					
	esponsibilities a					
	ig other to achieve a					
common	•					



Grade 4				
Component	Social Studies	Science	Wellness	Arts
Levelled Readers				
Making Treaties	Levelled Reader; TR pp. 25–27			
	 Essential Understanding Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society. Outcomes Students analyze how individuals and groups can contribute to the vitality of their diverse communities, past and present. Students analyze how decision making can support equity within diverse communities. 	Dra	ft	
	 Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together. Outcomes Students examine and explain how stories and histories of Alberta are shaped by diverse experiences and perspectives. 			
	Essential Understanding Exploring connections strengthens our understandings of relationships			



	 to help us make meaning of the world. <i>Outcomes</i> Students analyze and explain how relationships with land and place can inform responsible decision making. Students analyze how addressing needs, past and present, can influence quality of life. 			
	 <i>Essential Understanding</i> Developing and affirming identity contributes to well-being and understandings of self and one another. <i>Outcomes</i> Students explain how interactions within and among diverse communities shape identity. 	Dra	ft	
Treaty Days	 Levelled Reader; TR pp. 28-30 Essential Understanding Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society. Outcomes Students analyze how individuals and groups can contribute to the vitality of their diverse communities, past and present. Students analyze how decision making can support equity 		 Levelled Reader; TR pp. 28-30 Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world. Outcomes Students acknowledge and evaluate the relationship between self and community well-being. Students compare and contrast strategies that promote healthy relationships. 	Levelled Reader; TR pp. 28-30 Essential Understanding Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways. Outcomes • Students analyze and apply artistic choice for the expression and communication of ideas and experiences.

within diverse communities.		
 Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together. Outcomes Students examine and explain how stories and histories of Alberta are shaped by diverse experiences and perspectives. Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world. Outcomes Students analyze and explain how relationships with land and place can inform responsible decision making. Students analyze how addressing needs, past and present, can influence quality of life. Essential Understanding Developing and affirming identity contributes to well-being and understandings of self and one another. Outcomes Students explain how 	Dra	
interactions within and among diverse communities shape identity.		

	Levelled Reader; TR pp. 31–33			Levelled Reader; TR pp. 31-33
Symbols Send a Message	 Essential Understanding Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society. Outcomes Students analyze how individuals and groups can contribute to the vitality of their diverse communities, past and present. Students analyze how decision making can support equity within diverse communities. Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together. Outcomes 	Dra	ft	 Levelled Reader; TR pp. 31-33 Essential Understanding Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways. Outcomes Students analyze and apply artistic choice for the expression and communication of ideas and experiences.
	 Students examine and explain how stories and histories of Alberta are shaped by diverse experiences and perspectives. Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world. Outcomes Students analyze and explain 			
	how relationships with land and place can inform responsible decision making.			



	 Students analyze how addressing needs, past and present, can influence quality of life. <i>Essential Understanding</i> Developing and affirming identity contributes to well-being and understandings of self and one another. <i>Outcomes</i> Students explain how interactions within and among diverse communities shape identity. 			
The Numbered	Levelled Reader; TR pp. 34–36		Levelled Reader; TR pp. 34–36	
Treaties: Fair	Essential Understanding		Essential Understanding	
and Respectful?	 Essential Understanding Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society. Outcomes Students analyze how individuals and groups can contribute to the vitality of their diverse communities, past and present. Students analyze how decision making can support equity within diverse communities. 	Dra	 Essential Understanding Exp. ring connections strengthens our inderstandings of relationships to h lp us make meaning of the worlu. Outcomes Students acknowledge and evaluate the relationship between self and community well-being. Students compare and contrast strategies that promote healthy relationships. 	
	Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together. <i>Outcomes</i>			

	• Students examine and explain			
	how stories and histories of			
	Alberta are shaped by diverse			
	experiences and perspectives.			
	Essential Understanding			
	Exploring connections strengthens			
	our understandings of relationships			
	to help us make meaning of the			
	world.			
	Outcomes			
	Students analyze and explain			
	how relationships with land			
	and place can inform			
	responsible decision making.			
	Students analyze how			
	addressing needs, past and			
	present, can influence quality			
	of life.			
	For an tight the dama term dim a			
	Essential Understanding	Dra		
	Developing and affirming identity			
	contributes to well-being and			
	understandings of self and one another.			
	OutcomesStudents explain how			
	 interactions within and among 			
	diverse communities shape			
	identity.			
Stories in	Levelled Reader; TR pp. 37-40		Levelled Reader; TR pp. 37-40	Levelled Reader; TR pp. 37-40
Stained Glass	· · · · · · · · · · · · · · · · · · ·			· · · · · · · · · · · · · · · · · · ·
	Essential Understanding		Essential Understanding	Essential Understanding
	Active citizenship contributes to the		Exploring connections strengthens our	Engaging with various forms of
	vitality of communities that can		understandings of relationships to	communication and expression allows
	promote pluralism among diverse		help us make meaning of the world.	us to represent and interpret our
	people in a democratic society.		Outcomes	understandings of the world in

Outcomes	Students acknowledge and	multiple ways.
Students analyze how	evaluate the relationship between	Outcomes
individuals and groups can	self and community well-being.	• Students analyze and apply
contribute to the vitality of	Students compare and contrast	artistic choice for the expression
their diverse communities, past	strategies that promote healthy	and communication of ideas and
and present.	relationships	experiences
Students analyze how decision		
making can support equity		Essential Understanding
within diverse communities.		Exploring connections strengthens
		our understandings of relationships
Essential Understanding		to help us make meaning of the
Analyzing diverse worldviews and		world.
experiences fosters our ability and		Outcomes
willingness to live well together.		• Students analyze relationships
Outcomes		between communities and
• Students examine and explain		cultures as reflected through art
how stories and histories of		experiences.
Alberta are shaped by diverse		
	TT	
experiences and perspectives. Essential Understanding Exploring connections strengthens		
Exploring connections strengthens		
our understandings of relationships		
to help us make meaning of the		
world.		
Outcomes		
Students analyze and explain		
how relationships with land		
and place can inform		
responsible decision making.		
Students analyze how		
addressing needs, past and		
present, can influence quality		
of life.		
Essential Understanding		
Developing and affirming identity		

 contributes to well-being and understandings of self and one another. Outcomes Students explain how interactions within and among diverse communities shape identity. 			
 Levelled Reader; TR pp. 41-43 Essential Understanding Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society. Outcomes Students analyze how individuals and groups can contribute to the vitality of their diverse communities, past and present. Students analyze how decision making can support equity within diverse communities. Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world. Outcomes Students analyze and explain how relationships with land and place can inform responsible decision making. Students analyze how addressing needs, past and 	Dra	 Levelled Reader; TR pp. 41-43 Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world. Outcomes Students acknowledge and evaluate the relationship between self and community well-being. Students compare and contrast strategies that promote healthy clationships 	 Levelled Reader; TR pp. 41-43 Essential Understanding Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways. Outcomes Students analyze and apply artistic choice for the expression and communication of ideas and experiences

	present, can influence quality of life. Essential Understanding Developing and affirming identity contributes to well-being and understandings of self and one another. <i>Outcomes</i> • Students explain how interactions within and among diverse communities shape identity.			
Component	Social Studies	Science	Wellness	Arts
Online Teaching				
Video:	Levelled Reader; TR pp. 15-16		Levelled Reader; TR pp. 15-16	
Honouring				
Promises	 Essential Understanding Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society. Outcomes Students analyze how individuals and groups can contribute to the vitality of their diverse communities, past and present. Students analyze how decision making can support equity within diverse communities. 	Dra	 Fssential Understanding Exploring connections strengthens our und rstandings of relationships to help us make meaning of the world. Outcomes Students acknowledge and evaluate the relationship between self and community well-being. Students compare and contrast strategies that promote healthy relationships 	
	Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together. <i>Outcomes</i>			

	 Students examine and explain how stories and histories of Alberta are shaped by diverse experiences and perspectives. Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world. Outcomes Students analyze and explain how relationships with land and place can inform responsible decision making. Students analyze how addressing needs, past and 			
	 responsible decision making. Students analyze how addressing needs, past and present, can influence quality of life. Essential Understanding Developing and affirming identity contributes to well-being and understandings of self and one another. Outcomes Students explain how interactions within and among diverse communities shape identity. 	Dra		
Shared	Levelled Reader; TR pp. 17-20		Levelled Reader; TR pp. 17-20	
Reading:				
Keeping Treaty	Essential Understanding		Essential Understanding	
Promises	Active citizenship contributes to the		Exploring connections strengthens our	
	vitality of communities that can		understandings of relationships to	
	promote pluralism among diverse		help us make meaning of the world.	
	people in a democratic society.		Outcomes	

 Outcomes Students analyze how individuals and groups can contribute to the vitality of their diverse communities, past and present. Students analyze how decision making can support equity within diverse communities. 	 Students acknowledge and evaluate the relationship between self and community well-being. Students compare and contrast strategies that promote healthy relationships
 Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together. <i>Outcomes</i> Students examine and explain how stories and histories of Alberta are shaped by diverse experiences and perspectives. Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world. Outcomes Students analyze and explain how relationships with land and place can inform responsible decision making. Students analyze how addressing needs, past and present, can influence quality of life. 	ft
<i>Essential Understanding</i> Developing and affirming identity	

	 contributes to well-being and understandings of self and one another. <i>Outcomes</i> Students explain how interactions within and among diverse communities shape identity. 			
Read Aloud: Residential	Levelled Reader; TR pp. 21-24		Levelled Reader; TR pp. 21-24	
Schools	 Essential Understanding Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society. Outcomes Students analyze how individuals and groups can contribute to the vitality of their diverse communities, past and present. Students analyze how decision making can support equity within diverse communities. Essential Understanding Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together. Outcomes Students examine and explain how stories and histories of 	Dra	 Essential Understanding Exploring connections strengthens our understandings of relationships to help us make meaning of the world. Outcomes Students acknowledge and evaluate the relationship between self and community well-being. Students compare and contrast strategies that promote healthy elationships 	
	Alberta are shaped by diverse experiences and perspectives. Essential Understanding			
	Exploring connections strengthens our understandings of relationships			

 to help us make meaning of the world. <i>Outcomes</i> Students analyze and explain how relationships with land and place can inform responsible decision making. Students analyze how addressing needs, past and present, can influence quality 		
of life. Essential Understanding Developing and affirming identity contributes to well-being and understandings of self and one another. <i>Outcomes</i> • Students explain how interactions within and among diverse communities shape identity.	Draft	