



## Grade 4: English Language Arts

### Essential Understanding

<p>Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways.</p>	<p>Shared Reading Books</p>	<p>Teacher's Resource</p>	<p>Read Aloud (Teacher's Resource)</p>	<p>Video (Online Teaching Centre)</p>	<p>Shared Reading (Online Teaching Centre)</p>
<p><b>Guiding Question: How can I refine my oral communication skills for a specific purpose and audience?</b></p>					
<p><b>Learning Outcome: Students demonstrate a variety of effective oral communication skills and strategies for different audiences and purposes.</b></p>					
<p><b>Conceptual Knowledge</b></p> <ul style="list-style-type: none"> <li>oral, written, and visual communication, including body language, can be adjusted depending on purpose and audience</li> <li>oral language and tone of voice are adjusted when communicating with peers and adults</li> <li>oral language traditions have many purposes</li> <li>oral language skills build relationships and solve problems</li> <li>First Nations, Métis, and Inuit oral storytelling strengthens understandings of culture</li> <li>listening is an active process that involves building upon ideas and providing feedback</li> </ul>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>
<p><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>choose a variety of ways to orally communicate stories, events, experiences, and information with details and images, considering audience and purpose</li> <li>communicate for a variety of purposes, including to entertain, develop positive relationships, or explore solutions to problems</li> <li>adjust language, tone of voice, volume, facial expressions,</li> </ul>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>

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<p>gestures, or pace intentionally for audience and purpose</p> <ul style="list-style-type: none"> <li>communicate orally with a variety of descriptive, subject-specific, academic words, synonyms, and antonyms related to curricular content</li> <li>apply a variety of strategies to listen for different purposes</li> <li>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</li> </ul>					
<p><b>Literacy</b>  <b>IMPORTANCE OF LITERACY: Purpose (LA1a)</b>  <b>Purpose</b>          Students recognize how literacy enhances learning opportunities and provides enjoyment.</p> <p><b>CONSTRUCT MEANING: Vocabulary (LKU3b)</b>  <b>Vocabulary</b>          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.</p> <p><b>CONSTRUCT MEANING: Comprehension Strategies (LKU3d)</b>  <b>Comprehension Strategies*</b>          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 &amp; Goudvis, 2000).</p>	<p>Making Treaties          Treaty Days          Symbols Send a Message          The Numbered Treaties: Fair and Respectful?          Stories in Stained Glass          Keeping the Promise</p>	<p>TR pp. 15-16          TR pp. 17-20          TR pp. 21-24          TR pp. 25-27          TR pp. 28-33          TR pp. 34-39          TR pp. 40-43          TR pp. 44-49          TR pp. 50-53</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>

<p><b>COMMUNICATE MEANING: Clarity (LKU4a)</b> Clarity Students present ideas or information in a logical and begin to use effects to enhance communication (e.g., tone, figurative language, bolding, accurate and descriptive vocabulary.)</p> <p><b>COMMUNICATE MEANING: Audience (LKU4b)</b> 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).</p> <p><b>COMMUNICATE MEANING: Intent (LKU4c)</b> Intent Students organize texts according to their purpose or intent.</p>					
<p>Numeracy INTERPRET, REPRESENT, COMMUNICATE: Communication (NKU3c) Communication Students identify and use meaningful terminology, gestures, symbols, objects, or analogies to explain quantitative and spatial concepts encountered in real-life situations.</p>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>
<p><b>Competencies</b> Managing Information</p> <ul style="list-style-type: none"> <li>• using, sharing or storing information effectively and ethically</li> <li>• evaluating authenticity, reliability or validity to appropriately interpret or use information</li> <li>• <b>synthesizing or organizing multiple pieces of information to enhance or clarify understanding</b></li> <li>• <b>accessing information from a variety of digital or non-digital</b></li> </ul>	<p><b>Making Treaties</b> <b>Treaty Days</b> <b>Symbols Send a Message</b> <b>The Numbered Treaties: Fair and Respectful?</b> <b>Stories in Stained Glass</b> <b>Speaking Up</b></p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>

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<p>sources</p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>demonstrating respect and responsibility when communicating with other</li> <li>expressing ideas or concepts using appropriate language, conventions, or protocols</li> <li>decoding and interpreting ideas or information shared through verbal or non-verbal formats</li> <li>considering perspectives emotions and experiences when seeking shared understandings</li> <li>clarifying the purpose or intention of a message in relation to audience, context or culture</li> </ul>					
<p><b>Guiding Question: How can word analysis strategies support the construction and expression of meaning?</b></p>					
<p><b>Learning Outcome: Students apply word analysis strategies in their reading and expression of meaning.</b></p>					
<p><b>Conceptual Knowledge</b></p> <ul style="list-style-type: none"> <li>prefixes (morphemes) convey and affect meaning</li> <li>the development of English words has been influenced by other languages, including French</li> <li>context helps interpretation of the meaning of new words</li> <li>word analysis strategies support reading and spelling unfamiliar words</li> </ul>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>TR pp. 7-11 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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>

<p><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>• apply strategies to read and spell unfamiliar and multisyllabic words in context</li> <li>• analyze word parts, including affixes and root words, for origins and meaning (etymology)</li> <li>• recognize that English words and expressions may come from other cultures and languages</li> <li>• spell high-utility and subject-specific words in context</li> <li>• construct meaning of high-utility words and subject-specific words in context while reading</li> </ul>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>
<p><b>Literacy</b> RULES OF LANGUAGE: Word Formation (LKU1a) Word Formation Students know how parts of words can be used to form new words (e.g., compound words, basic Greek and Latin roots and affixes).</p> <p>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*.</p> <p>CONSTRUCT MEANING: Comprehension Strategies (LKU3d) Comprehension Strategies* Students select, refine, and apply strategies when viewing, listening to, and interacting with subject/discipline-area texts.</p>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>
<p><b>Numeracy</b> None specified.</p>					
<p><b>Competencies</b></p>	<p>Making Treaties Treaty Days</p>	<p>TR pp. 15–16 TR pp. 17–20</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty</p>

<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>demonstrating respect and responsibility when communicating with other</li> <li>expressing ideas or concepts using appropriate language, conventions, or protocols</li> <li>decoding and interpreting ideas or information shared through verbal or non-verbal formats</li> <li>considering perspectives emotions and experiences when seeking shared understandings</li> <li>clarifying the purpose or intention of a message in relation to audience, context or culture</li> </ul>	<p>Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>			<p>Promises</p>
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**Guiding Question: How can the expression of a variety of text forms, features, and story elements be integrated for audience and purpose?**

**Learning Outcome: Students analyze how creators of text use text forms for a specific audience and purpose.**

<p><b>Conceptual Knowledge</b></p> <ul style="list-style-type: none"> <li>texts have various purposes</li> <li>stories have elements, including setting, characters, plot and a problem or can include teachings, morals, or values</li> <li>there are multiple ways to structure a story using different elements</li> <li>forms, features, and story elements affect interpretations of text</li> <li>First Nations, Métis, and Inuit text forms have specific elements and features that connect to land and place</li> </ul>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>
<p><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>explain how texts inform, persuade, entertain, and inspire</li> <li>compare the text features and elements in various text forms, including stories, letters, informational, persuasive, descriptive, poetic, web pages, land, or artifacts</li> </ul>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>

<ul style="list-style-type: none"> <li>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</li> <li>compare and contrast the ways creators of text use forms, features, and story elements</li> <li>identify how specific elements and features connect to land or place in First Nations, Métis, and Inuit text forms</li> </ul>					
<p>Literacy  <b>CONSTRUCT MEANING: Text Organization (LKU3c)</b>  <b>Text Organization</b>  Students know that conventional and digital texts are organized in different ways (e.g., purpose, audience, delivery mode) and begin to use this knowledge to support comprehension.</p> <p><b>CONSTRUCT MEANING: Comprehension Strategies (LKU3d)</b>  <b>Comprehension Strategies*</b>  Students select, refine, and apply strategies when viewing, listening to, and interacting with subject/discipline-area texts.</p> <p><b>COMMUNICATE MEANING: Clarity (LKU4a)</b>  <b>Clarity</b>  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.)</p> <p><b>COMMUNICATE MEANING: Intent (LKU4c)</b></p>	<p>Making Treaties  Treaty Days  Symbols Send a Message  The Numbered Treaties: Fair and Respectful?  Stories in Stained Glass  Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>

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<p><b>Intent</b> Students organize texts according to their purpose or intent.</p>					
<p><b>Numeracy</b> IMPORTANCE OF NUMERACY: Purpose (NA1a) Purpose Students recognize that numeracy helps people make informed decisions.</p> <p>INTERPRET, REPRESENT, COMMUNICATE: Interpretation and 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).</p>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>
<p><b>Competencies</b></p> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrating intellectual integrity, fairness and mindedness</b></li> <li>• <b>synthesizing thoughts and information to discover or extend understanding</b></li> <li>• <b>reflecting upon and evaluating reasoning behind thoughts, beliefs or actions</b></li> <li>• <b>applying reasoned approaches or relevant criteria to conceptualize, analyze or make judgements</b></li> <li>• <b>questioning and analyzing evidence, assertions or assumptions</b></li> </ul> <p><b>Managing Information</b></p> <ul style="list-style-type: none"> <li>• using, sharing or storing information effectively and ethically</li> <li>• evaluating authenticity, reliability or validity to appropriately interpret or use information</li> <li>• <b>synthesizing or organizing multiple pieces of information to enhance or clarify understanding</b></li> <li>• <b>accessing information from a variety of digital or non-digital</b></li> </ul>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>



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Guiding Question: In what ways does artistic expression in a variety of texts create an effect?					
Learning Outcome: Students analyze a variety of ways artistic expression in texts can create an effect.					
<p><b>Conceptual Knowledge</b></p> <ul style="list-style-type: none"> <li>authors craft texts in a variety of ways for an effect</li> <li>literary techniques, including word play, alliteration, sensory details, and onomatopoeia, can be combined to create an effect</li> </ul>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>
<p><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>explain how personal responses are affected by artistry in texts</li> <li>explain ways that authors use words, images, punctuation, and font to create an effect</li> <li>describe images created from literary techniques, including word choice, word play, alliteration, sensory details, and onomatopoeia</li> <li>compare the effects of word and image choice</li> <li>explain the effects of combining literary techniques</li> </ul>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>
<p><b>Literacy</b></p> <p><b>RULES OF LANGUAGE: Conventions (LKU1b)</b> 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*.</p> <p><b>CONSTRUCT MEANING: Comprehension Strategies (LKU3d)</b> Comprehension Strategies* Students select, refine, and apply strategies when viewing, listening to, and interacting with subject/discipline-area texts.</p>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>

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<p><b>COMMUNICATE MEANING: Clarity (LKU4a)</b> Clarity Students present ideas or information in a logical and clear manner with some details.</p> <p><b>COMMUNICATE MEANING: Media Influence (LKU4e)</b> Media Influence Students recognize how media can evoke emotions.</p>					
<p><b>Numeracy</b> <i>none specified</i></p>					
<p><b>Competencies</b></p> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Demonstrating intellectual integrity, fairness and open-mindedness</li> <li>• synthesizing thoughts and information to discover or extend understandings</li> <li>• reflecting upon and evaluating the reasoning behind thoughts, beliefs or actions</li> <li>• applying reasoned approaches or relevant criteria to conceptualize, analyze or make judgements</li> <li>• questioning and analyzing evidence, assertions or assumptions</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• demonstrating respect and responsibility when communicating with other</li> <li>• expressing ideas or concepts using appropriate language, conventions, or protocols</li> <li>• decoding and interpreting ideas or information shared through verbal or non-verbal formats</li> <li>• considering perspectives emotions and experiences when seeking shared understandings</li> <li>• clarifying the purpose or intention of a message in relation to audience, context or culture</li> </ul>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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. 41-45</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>

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**Guiding Question: How do my interpretations of texts support my construction of meaning?**

**Learning Outcome: Students analyze and evaluate how personal interpretations of texts are formed.**

<p><b>Conceptual Knowledge</b></p> <ul style="list-style-type: none"> <li>interactions with people who have diverse perspectives provide insight into personal interpretations of texts</li> <li>thinking processes support the personal interpretations of texts</li> <li>text evidence supports and enhances personal interpretations</li> <li>context contributes to meaning</li> <li>figurative language, including similes, onomatopoeia, and alliteration, supports visualization</li> <li>text features, including images, captions, tables of contents, headings, glossaries, sidebars, menus, hyperlinks, or landmarks, contribute to understanding</li> <li>story elements, including setting, characters, plot, problem and teachings, morals, and values, can contribute to understanding</li> </ul>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>
<p><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>determine evidence to support personal interpretations</li> <li>communicate how personal interpretations of texts are formed</li> <li>apply strategies that support thinking processes</li> <li>make inferences and predictions about a character's motives, thoughts, and feelings with supporting evidence from text</li> <li>explain visualizations that</li> </ul>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>

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<p>support the interpretation of text</p> <ul style="list-style-type: none"> <li>• synthesize how key events in a story relate to the resolution</li> <li>• explain the relationship between the main idea and details in texts</li> <li>• explain how text features support personal interpretations of meaning</li> <li>• read an increasing variety of high-utility and topic-specific words</li> </ul>					
<p><b>Literacy</b>  <b>LEARNER AWARENESS: Personal Insight (LA2a)</b>  <b>Personal Insight</b>  Students identify and describe their literacy strengths and challenges. With some guidance, they regulate* their learning.</p> <p><b>TASK AWARENESS: Task Analysis (LA3a)</b>  <b>Task Analysis</b>  Students analyze a task and identify the literacy skills needed to complete it.</p> <p><b>CONSTRUCT MEANING: Background Knowledge (LKU3a)</b>  <b>Background Knowledge</b>  Students make connections to background knowledge and, with guidance, identify gaps to explore new information.</p> <p><b>CONSTRUCT MEANING: Vocabulary (LKU3b)</b>  <b>Vocabulary</b>  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.</p> <p><b>CONSTRUCT MEANING: Text Organization (LKU3c)</b>  <b>Text Organization</b></p>	<p><b>Making Treaties</b>  <b>Treaty Days</b>  <b>Symbols Send a Message</b>  <b>The Numbered Treaties: Fair and Respectful?</b>  <b>Stories in Stained Glass</b>  <b>Speaking Up</b></p>	<p>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</p>	<p><b>Residential Schools</b></p>	<p><b>Honouring Promises</b></p>	<p><b>Keeping Treaty Promises</b></p>

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<p>Students know that conventional and digital texts are organized in different ways (e.g., purpose, audience, delivery mode) and begin to use this knowledge to support comprehension.</p> <p><b>CONSTRUCT MEANING:</b> Comprehension Strategies (LKU3d) Students select, refine, and apply strategies when viewing, listening to, and interacting with subject/discipline-area texts.</p>					
<p><b>Numeracy</b> <i>none specified</i></p>					
<p><b>Competencies</b></p> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Demonstrating intellectual integrity, fairness and open-mindedness</li> <li>• synthesizing thoughts and information to discover or extend understandings</li> <li>• reflecting upon and evaluating the reasoning behind thoughts, beliefs or actions</li> <li>• applying reasoned approaches or relevant criteria to conceptualize, analyze or make judgements</li> <li>• questioning and analyzing evidence, assertions or assumptions</li> </ul> <p><b>Managing Information</b></p> <ul style="list-style-type: none"> <li>• using, sharing or storing information effectively and ethically</li> <li>• evaluating authenticity, reliability or validity to appropriately interpret or use information</li> <li>• synthesizing or organizing multiple pieces of information to enhance or clarify understanding</li> <li>• accessing information from a variety of digital or non-digital sources</li> </ul>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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. 41-42</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>
<p><b>Guiding Question: How can considering audience and purpose shape communication of our feelings, ideas, experiences, and information?</b></p>					

**Learning Outcome: Students create texts for a specific audience and purpose**

<p><b>Conceptual Knowledge</b></p> <ul style="list-style-type: none"> <li>• drawing on feelings, ideas, personal experiences, information, and diverse texts supports the crafting of texts for a variety of purposes</li> <li>• the writing process is a cycle that can be individualized</li> <li>• story elements, literary techniques, text forms, and text features can be selected to create desired effects for the audience</li> <li>• the order and organization of words, sentences, paragraphs, and images contribute to and affect the message</li> <li>• revising is an ongoing process that provides clarity to and improve texts</li> <li>• editing is an ongoing process that helps to communicate ideas more clearly</li> </ul>	<p><b>Making Treaties</b>  <b>Treaty Days</b>  <b>Symbols Send a Message</b>  <b>The Numbered Treaties: Fair and Respectful?</b>  <b>Stories in Stained Glass</b>  <b>Speaking Up</b></p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>
<p><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>• choose the text form by considering audience and purpose, including to inform, persuade, inspire, or entertain</li> <li>• apply a variety of strategies for generating, organizing, and recording ideas</li> <li>• apply an increasing variety of descriptive and topic-specific vocabulary depending on purpose</li> <li>• apply literary techniques being explored, including onomatopoeia, alliteration, similes, descriptive words, and rhymes that enhance effect</li> <li>• create stories with elements, including setting, characters, and plot, or elements that may reflect</li> </ul>	<p><b>Making Treaties</b>  <b>Treaty Days</b>  <b>Symbols Send a Message</b>  <b>The Numbered Treaties: Fair and Respectful?</b>  <b>Stories in Stained Glass</b>  <b>Speaking Up</b></p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>

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<p>different cultures or authors' styles</p> <ul style="list-style-type: none"> <li>• <b>choose text features, including images, captions, labels, tables of contents, headings, glossaries, layout, or hyperlinks, appropriate to audience and purpose</b></li> <li>• <b>handwrite legibly with increasing fluency, with or without digital tools</b></li> <li>• use keyboarding skills to create and revise texts, using features within digital tools to format texts</li> <li>• <b>adapt personal voice where appropriate, considering audience</b></li> <li>• <b>write a variety of sentences that vary in length and complexity</b></li> <li>• revise texts to ensure a logical progression of ideas and information and to add interest</li> <li>• write with commas after introductory words and consistently apply capital letters, end punctuation, and correct spelling</li> <li>• <b>apply a variety of strategies to accurately spell words</b></li> </ul>					
<p><b>Literacy</b>  <b>LEARNER AWARENESS: Personal Insight (LA2a)</b>  <b>Personal Insight</b>  Students identify and describe their literacy strengths and challenges. With some guidance, they regulate* their learning.</p> <p><b>TASK AWARENESS: Task Analysis (LA3a)</b>  <b>Task Analysis</b>  Students analyze a task and identify the literacy skills needed to complete it.</p> <p><b>RULES OF LANGUAGE: Conventions</b></p>	<p><b>Making Treaties</b>  <b>Treaty Days</b>  <b>Symbols Send a Message</b>  <b>The Numbered Treaties: Fair and Respectful?</b>  <b>Stories in Stained Glass</b>  <b>Speaking Up</b></p>	<p>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</p>	<p><b>Residential Schools</b></p>	<p><b>Honouring Promises</b></p>	<p><b>Keeping Treaty Promises</b></p>

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<p>(LKU1b)  <b>Conventions</b>  Students understand and use conventions of language (grammatical structure, symbols, notations, punctuation, capitalization, and spelling) to comprehend and communicate oral, print, or digital texts*.</p> <p><b>CONSTRUCT MEANING: Vocabulary (LKU3b)</b>  <b>Vocabulary</b>  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.</p> <p><b>COMMUNICATE MEANING: Clarity (LKU4a)</b>  <b>Clarity</b>  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.)</p> <p><b>COMMUNICATE MEANING: Audience (LKU4b)</b>  <b>Audience</b>  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).</p> <p><b>COMMUNICATE MEANING: Intent (LKU4c)</b>  <b>Intent</b>  Students organize texts according to their purpose or intent</p> <p><b>COMMUNICATE MEANING: Modes and Media (LKU4d)</b>  <b>Modes and Media</b>  Students identify how the different qualities of diverse modes and media</p>					
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<p><b>represent and communicate ideas, experiences, understandings, and concepts. They use diverse modes and media to share and present.</b></p>					
<p><b>Numeracy</b>          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.</p> <p>SPATIAL INFORMATION: Management of 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).</p>	<p>Making Treaties          Treaty Days          Symbols Send a Message          The Numbered Treaties: Fair and Respectful?          Stories in Stained Glass          Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>
<p><b>Competencies</b></p> <p><b>Creativity and Innovation</b></p> <ul style="list-style-type: none"> <li>demonstrating initiative, resourcefulness and perseverance when transforming ideas into actions, products or services</li> <li>evaluating and adapting ideas, materials or processes in response to feedback or emerging conditions</li> <li>exploring or playing with ideas, materials or processes to create something new</li> <li>recognizing opportunities and imagining possibilities to apply ideas in new ways</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>demonstrating respect and responsibility when communicating with other</li> <li>expressing ideas or concepts using appropriate language, conventions, or protocols</li> <li>decoding and interpreting ideas or information shared through verbal or non-verbal formats</li> <li>considering perspectives, emotions and experiences when</li> </ul>	<p>Making Treaties          Treaty Days          Symbols Send a Message          The Numbered Treaties: Fair and Respectful?          Stories in Stained Glass          Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>

<ul style="list-style-type: none"> <li>seeking shared understandings</li> <li>clarifying the purpose or intention of a message in relation to audience, context or culture</li> </ul>					
<p><b>Guiding Question: How can refining the inquiry process help me manage information from texts and shape my understanding?</b></p>					
<p><b>Learning Outcome: Students apply and refine an inquiry process that satisfies and encourages curiosity about a chosen topic in the construction and expression of meaning</b></p>					
<p><b>Conceptual Knowledge</b></p> <ul style="list-style-type: none"> <li>the inquiry process helps manage information and shape understandings about a chosen topic</li> <li>inquiry is a process that can be influenced by choices</li> <li>information can be ranked, sorted, and validated when consulting a variety of sources, including people, land, books, or digital texts</li> <li>information can be relevant and irrelevant, reliable and unreliable</li> </ul>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>
<p><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>ask questions to focus inquiry about a chosen topic</li> <li>choose topics and sources to focus inquiry based on preference or purpose</li> <li>generate appropriate categories to sort information</li> <li>explore ways to determine relevance and reliability of information related to a chosen topic</li> <li>connect background knowledge and new ideas to a chosen topic</li> <li>apply a variety of skills when navigating digital texts and other texts</li> <li>summarize main ideas in a variety of ways, including pictures, words, and complete sentences</li> <li>reflect on strengths and areas for</li> </ul>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>

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improvement to adjust an inquiry process					
<p><b>Literacy</b>  <b>IMPORTANCE OF LITERACY: Purpose (LA1a)</b>  <b>Purpose</b>  Students recognize how literacy enhances learning opportunities and provides enjoyment.</p> <p><b>LEARNER AWARENESS: Personal Insight (LA2a)</b>  <b>Personal Insight</b>  Students identify and describe their literacy strengths and challenges. With some guidance, they regulate* their learning.</p> <p><b>TASK AWARENESS: Task Analysis (LA3a)</b>  <b>Task Analysis</b>  Students analyze a task and identify the literacy skills needed to complete it.</p> <p><b>ACQUIRE INFORMATION: Develop Questions (LKU2a)</b>  <b>Develop Questions</b>  Students determine a purpose for their information search and develop questions to focus their search and select appropriate sources. *</p> <p><b>ACQUIRE INFORMATION: Access (LKU2b)</b>  <b>Access</b>  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.</p> <p><b>ACQUIRE INFORMATION: Evaluate (LKU2c)</b>  <b>Evaluate</b>  Students evaluate information from several sources by identifying fact and fiction, determining relevant and irrelevant information, and</p>	<p><b>Making Treaties</b>  <b>Treaty Days</b>  <b>Symbols Send a Message</b>  <b>The Numbered Treaties: Fair and Respectful?</b>  <b>Stories in Stained Glass</b>  <b>Speaking Up</b></p>	<p>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</p>	<p><b>Residential Schools</b></p>	<p><b>Honouring Promises</b></p>	<p><b>Keeping Treaty Promises</b></p>

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<p>considering the intent of the message or the point of view.</p> <p><b>CONSTRUCT MEANING:</b>  <b>Comprehension Strategies (LKU3d)</b>  <b>Comprehension Strategies*</b>  <b>Students select, refine, and apply strategies when viewing, listening to, and interacting with subject/discipline-area texts.</b></p>					
<p><b>Numeracy</b>  <b>QUANTITATIVE INFORMATION:</b>  <b>Organization of Data (NKU1e)</b>  <b>Organization of Data</b>  <b>Students organize objects, ideas, or information using a variety of classifications system.</b></p>	<p>Making Treaties  Treaty Days  Symbols Send a Message  The Numbered Treaties: Fair and Respectful?  Stories in Stained Glass  Speaking Up</p>	<p>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</p>	<p>Residential  Schools</p>	<p>Honouring  Promises</p>	<p>Keeping  Treaty  Promises</p>
<p><b>Competencies</b>  <b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrating intellectual integrity, fairness and open-mindedness</b></li> <li>• <b>synthesizing thoughts and information to discover or extend understandings</b></li> <li>• <b>reflecting upon and evaluating reasoning behind thoughts, beliefs or actions</b></li> <li>• <b>applying reasoned approaches or relevant criteria to conceptualize, analyze or make judgements</b></li> <li>• <b>questioning and analyzing evidence, assertions or assumptions</b></li> </ul> <p><b>Managing Information</b></p> <ul style="list-style-type: none"> <li>• <b>using, sharing or storing information effectively and ethically</b></li> <li>• <b>evaluating authenticity, reliability or validity to appropriately interpret or use information</b></li> <li>• <b>synthesizing or organizing multiple pieces of information to enhance or clarify understanding</b></li> <li>• <b>accessing information from a variety of digital or non-digital sources</b></li> </ul>	<p>Making Treaties  Treaty Days  Symbols Send a Message  The Numbered Treaties: Fair and Respectful?  Stories in Stained Glass  Speaking Up</p>	<p>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</p>	<p>Residential  Schools</p>	<p>Honouring  Promises</p>	<p>Keeping  Treaty  Promises</p>

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**Guiding Question: How do we acknowledge the creators of texts in an ethical way?**

**Learning Outcome: Students demonstrate ethical ways to acknowledge creators of texts.**

<p><b>Conceptual Knowledge</b></p> <ul style="list-style-type: none"> <li>laws dictate how sources of information and ideas are credited</li> <li>people must be asked permission to have their name used and image recorded in some contexts</li> <li>images and other sources of information must be credited</li> <li>credit is given to First Nations, Métis, and Inuit knowledge and teachings by referencing sources</li> </ul>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>
<p><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>acknowledge sources in alphabetical order</li> <li>explore criteria to examine trustworthy sources</li> <li>recognize when copyright laws apply to texts</li> <li>explain why permission is needed when recording images of a person, in certain contexts</li> <li>paraphrase ideas from trustworthy sources</li> <li>respect First Nations, Métis, and Inuit protocols in appropriate contexts</li> </ul>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>
<p><b>Literacy</b> <b>ACQUIRE INFORMATION: Ethical Use (LKU2d)</b> <b>Ethical Use</b> <b>Students respect and acknowledge the ownership of oral, print, and digital texts.</b></p> <p><b>CONSTRUCT MEANING: Comprehension Strategies (LKU3d)</b> <b>Comprehension Strategies*</b> <b>Students develop and use strategies when viewing, listening to, and interacting with texts.</b></p>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>

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<p><b>Numeracy</b> <i>none listed for this learning outcome</i></p>					
<p><b>Competencies</b></p> <p><b>Managing Information</b></p> <ul style="list-style-type: none"> <li>• using, sharing or storing information effectively and ethically</li> <li>• evaluating authenticity, reliability or validity to appropriately interpret or use information</li> <li>• <b>synthesizing or organizing multiple pieces of information to enhance or clarify understanding</b></li> <li>• <b>accessing information from a variety of digital or non-digital sources</b></li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• <b>demonstrating respect and responsibility when communicating with other</b></li> <li>• <b>expressing ideas or concepts using appropriate language, conventions, or protocols</b></li> <li>• <b>decoding and interpreting ideas or information shared through verbal or non-verbal forms</b></li> <li>• <b>considering perspectives emotions and experiences when seeking shared understandings</b></li> <li>• <b>clarifying the purpose or intention of a message in relation to audience, context or culture</b></li> </ul>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>

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**Guiding Question: How can my language influence myself and one another?**

**Learning Outcome: Students explain how language has the power to influence themselves and one another.**

<p><b>Conceptual Knowledge</b></p> <ul style="list-style-type: none"> <li>language can influence oneself and one another in positive and negative ways</li> <li>individuals are responsible for the language they use</li> <li>an individual's voice can have influence</li> <li>a united voice can be persuasive</li> </ul>	<p><b>Making Treaties</b> Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>
<p><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>analyze how tone, volume, word choice, or emphasis can be used to influence</li> <li>describe how persuasion can be used as a technique to influence</li> <li>describe the effects that language has on oneself and one another</li> <li>explore the influence of united voices</li> </ul>	<p><b>Making Treaties</b> Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>
<p><b>Literacy</b> <b>IMPORTANCE OF LITERACY: Participation (LA1b)</b> Participation Students recognize how being literate enables them to participate in local and global communities.</p> <p><b>COMMUNICATE MEANING: Audience (LKU4b)</b> 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).</p> <p><b>COMMUNICATE MEANING: Intent (LKU4c)</b> Intent Students organize texts according to</p>	<p><b>Making Treaties</b> Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>

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<b>their purpose or intent.</b>					
<b>Numeracy</b> <i>none listed for this learning outcome</i>					
<b>Competencies</b> <b>Managing Information</b> <ul style="list-style-type: none"> <li>using, sharing or storing information effectively and ethically</li> <li>evaluating authenticity, reliability or validity to appropriately interpret or use information</li> <li><b>synthesizing or organizing multiple pieces of information to enhance or clarify understanding</b></li> <li><b>accessing information from a variety of digital or non-digital sources</b></li> </ul> <b>Personal Growth and Well-being</b> <ul style="list-style-type: none"> <li><b>demonstrating optimism, flexibility or resilience when adapting to new situations and transitions</b></li> <li><b>building healthy relationships to support growth and well-being of self and others</b></li> <li><b>making choices or taking action to promote the safety and well-being of self or others</b></li> <li><b>exploring, selecting or adopting strategies and resources that support personal growth in life, school or career pathways</b></li> <li><b>identifying interests, values or skills to set learning, life or career goals</b></li> </ul>	<b>Making Treaties</b> <b>Treaty Days</b> <b>Symbols Send a Message</b> <b>The Numbered Treaties: Fair and Respectful?</b> <b>Stories in Stained Glass</b> <b>Speaking Up</b>	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	<b>Residential Schools</b>	<b>Honouring Promises</b>	<b>Keeping Treaty Promises</b>

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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)
<b>Guiding Question: What habits can I confidently demonstrate to achieve my literacy goals and support my enjoyment of and engagement with a variety of texts?</b>					
<b>Learning Outcome: Students demonstrate the use of strategies that support enjoyment of and engagement and perseverance with a variety of texts</b>					
<b>Conceptual Knowledge</b> <ul style="list-style-type: none"> <li>text choices can vary based on preference, purpose, and goals when reading, writing, listening, speaking, viewing, or representing</li> <li>literacy involves the ability to confidently use a variety of strategies to persevere when engaging with texts</li> <li>being literate supports participation in local and global communities</li> </ul>	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
<b>Procedural Knowledge</b> <ul style="list-style-type: none"> <li>choose challenging texts and apply strategies that support perseverance</li> <li>set goals that support perseverance, enjoyment, and engagement when interacting with texts</li> <li>reflect on strategies that support self-confidence, engagement, and enjoyment</li> <li>follow routines that support enjoyment of and engagement and perseverance with texts</li> <li>recognize that literacy skills support participation in local and global communities</li> </ul>	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

<p><b>Literacy</b>  <b>IMPORTANCE OF LITERACY: Participation (LA1b)</b>  <b>Participation</b>  Students recognize how being literate enables them to participate in local and global communities</p> <p><b>LEARNER AWARENESS: Personal Insight (LA2a)</b>  <b>Personal Insight</b>  Students identify and describe their literacy strengths and challenges. With some guidance, they regulate* their learning.</p>	<p><b>Making Treaties</b>  <b>Treaty Days</b>  <b>Symbols Send a Message</b>  <b>The Numbered Treaties: Fair and Respectful?</b>  <b>Stories in Stained Glass</b>  <b>Speaking Up</b></p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>
<p><b>Numeracy</b>  <i>none listed for this learning outcome</i></p>					
<p><b>Competencies</b>  <b>Managing Information</b></p> <ul style="list-style-type: none"> <li>using, sharing or storing information effectively and ethically</li> <li>evaluating authenticity, reliability or validity to appropriately interpret and use information</li> <li><b>synthesizing or organizing multiple pieces of information to enhance or clarify understanding</b></li> <li>accessing information from a variety of digital or non-digital sources</li> </ul> <p><b>Personal Growth and Well-being</b></p> <ul style="list-style-type: none"> <li>demonstrating optimism, flexibility or resilience when adapting to new situations and transitions</li> <li>building healthy relationships to support growth and well-being of self and others</li> <li>making choices or taking action to promote the safety and well-being of self or others</li> <li>exploring, selecting or adapting strategies and resources that support personal growth in life, school or career pathways</li> <li>identifying interests, values or skills to set learning, life or career goals</li> </ul>	<p><b>Making Treaties</b>  <b>Treaty Days</b>  <b>Symbols Send a Message</b>  <b>The Numbered Treaties: Fair and Respectful?</b>  <b>Stories in Stained Glass</b>  <b>Speaking Up</b></p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>

**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.**

<b>Conceptual Knowledge</b> <ul style="list-style-type: none"> <li>unique stories of self, home, family, community, and culture contribute to identity</li> <li>an awareness of self and one another can be expanded by exploring diverse texts</li> <li>diversity can strengthen an understanding of identity</li> <li>identity develops over time</li> </ul>	<b>Making Treaties</b> <b>Treaty Days</b> <b>Symbols Send a Message</b> <b>The Numbered Treaties: Fair and Respectful?</b> <b>Stories in Stained Glass</b> <b>Speaking Up</b>	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	<b>Residential Schools</b>	<b>Honouring Promises</b>	<b>Keeping Treaty Promises</b>
<b>Procedural Knowledge</b> <ul style="list-style-type: none"> <li>explain how experiences of self, home, family, community, or culture influence identity</li> <li>investigate how experiences with diverse texts and one another can expand an awareness of identity</li> <li>explore identity through engagement with and creation of texts</li> </ul>	<b>Making Treaties</b> <b>Treaty Days</b> <b>Symbols Send a Message</b> <b>The Numbered Treaties: Fair and Respectful?</b> <b>Stories in Stained Glass</b> <b>Speaking Up</b>	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	<b>Residential Schools</b>	<b>Honouring Promises</b>	<b>Keeping Treaty Promises</b>
<b>Literacy</b> <b>CONSTRUCT MEANING: Background Knowledge (LKU3a)</b> <b>Background Knowledge</b> Students make connections to background knowledge and, with guidance, identify gaps to explore new information.  <b>COMMUNICATE MEANING: Clarity (LKU4a)</b> <b>Clarity</b> Students present ideas or information in a logical and clear manner with some details.	<b>Making Treaties</b> <b>Treaty Days</b> <b>Symbols Send a Message</b> <b>The Numbered Treaties: Fair and Respectful?</b> <b>Stories in Stained Glass</b> <b>Speaking Up</b>	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	<b>Residential Schools</b>	<b>Honouring Promises</b>	<b>Keeping Treaty Promises</b>
<b>Numeracy</b> <i>none listed for this learning outcome</i>					
<b>Competencies</b> <b>Communication</b> <ul style="list-style-type: none"> <li>demonstrating respect and responsibility when communicating with other</li> <li>expressing ideas or concepts using appropriate language, conventions, or protocols</li> </ul>	<b>Making Treaties</b> <b>Treaty Days</b> <b>Symbols Send a Message</b> <b>The Numbered Treaties: Fair and Respectful?</b> <b>Stories in Stained Glass</b> <b>Speaking Up</b>	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	<b>Residential Schools</b>	<b>Honouring Promises</b>	<b>Keeping Treaty Promises</b>

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<ul style="list-style-type: none"> <li>• decoding and interpreting ideas or information shared through verbal or non-verbal formats</li> <li>• considering perspectives emotions and experiences when seeking shared understandings</li> <li>• clarifying the purpose or intention of a message in relation to audience, context or culture</li> </ul> <p><b>Personal Growth and Well-being</b></p> <ul style="list-style-type: none"> <li>• demonstrating optimism, flexibility or resilience when adapting to new situations and transitions</li> <li>• building healthy relationships to support growth and well-being of self and others</li> <li>• making choices or taking action to promote the safety and well-being of self or others</li> <li>• exploring, selecting or adapting strategies and resources that support personal growth in life, school or career pathways</li> <li>• identifying interests, values or skills to set learning, life or career goals</li> </ul>		TR pp. 41-43			
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Essential Understanding					
Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together	Little Books	Teacher's Resource	Read Aloud (Teacher's Resource)	Video (Online Teaching Centre)	Shared Reading (Online Teaching Centre)
<b>Guiding Question: How can engaging with diverse texts help us build an understanding of different perspectives?</b>					
<b>Learning Outcome: Students examine a variety of perspectives found in diverse texts.</b>					
<b>Conceptual Knowledge</b> <ul style="list-style-type: none"> <li>a perspective is a particular way of viewing something</li> <li>everyone has a perspective that is shaped by personal experiences and interactions with one another</li> <li>perspective taking is seeing a view other than your own</li> </ul>	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
<b>Procedural Knowledge</b> <ul style="list-style-type: none"> <li>connect personal perspectives to those found in diverse texts</li> <li>explore and reflect upon the feelings and actions of characters who have different perspectives (empathy)</li> </ul>	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
<b>Literacy</b>  <b>ACQUIRE INFORMATION: Evaluate (LKU2c)</b> 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.  <b>CONSTRUCT MEANING: Background Knowledge (LKU3a)</b> Background Knowledge Students make connections to background knowledge and, with guidance, identify gaps to explore new information.	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

<p><b>ONSTRUCT MEANING: Vocabulary (LKU3b)</b>  <b>Vocabulary</b>  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.</p> <p><b>CONSTRUCT MEANING: Comprehension Strategies (LKU3d)</b>  <b>Comprehension Strategies*</b>  Students develop and use strategies when viewing, listening to, and interacting with texts.</p>					
<p><b>Numeracy</b>  <i>none listed for this learning outcome</i></p>					
<p><b>Competencies</b></p> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Demonstrating intellectual integrity, fairness and open-mindedness</li> <li>• synthesizing thoughts and information to discover or extend understandings</li> <li>• reflecting upon and evaluating reasoning behind thoughts, beliefs or actions</li> <li>• applying reasoned approaches or relevant criteria to conceptualize, analyze or make judgements</li> <li>• questioning and analyzing evidence, assertions or assumptions</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• demonstrating respect and responsibility when communicating with other</li> <li>• expressing ideas or concepts using appropriate language, conventions, or protocols</li> <li>• decoding and interpreting ideas or information shared through verbal or non-verbal formats</li> <li>• considering perspectives emotions and experiences when seeking shared understandings</li> <li>• clarifying the purpose or intention of a message in relation to</li> </ul>	<p>Making Treaties  Treaty Days  Symbols Send a Message  The Numbered Treaties:  Fair and Respectful  Stories in a Rain Class  Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>

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)
<b>Guiding Question: How can an awareness of language influence thought?</b>					
<b>Learning Outcome: Students connect and explain how language influences thought.</b>					
<b>Conceptual Knowledge</b> <ul style="list-style-type: none"> <li>language can influence thought</li> <li>perceptions of oneself and one another are influenced by language</li> <li>when personal experiences change, language and thought can change</li> </ul>	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
<b>Procedural Knowledge</b> <ul style="list-style-type: none"> <li>explain how language changes when one thinks about their thinking</li> <li>connect how language affect perceptions of self and one another</li> <li>reflect on how language influence the thinking of self and one another</li> </ul>	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
<b>Literacy</b> <b>LEARNER AWARENESS: Personal Insight (LA2a)</b> Personal Insight Students identify and describe their literacy strengths and challenges. With some guidance, they regulate* their learning.  <b>CONSTRUCT MEANING: Background Knowledge (LKU3a)</b> Background Knowledge Students make connections to background knowledge and, with guidance, identify gaps to explore new information.  <b>COMMUNICATE MEANING: Clarity (LKU4a)</b> Clarity Students present ideas or information in a logical and clear manner and begin	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



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

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

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

<p><b>Conceptual Knowledge</b></p> <ul style="list-style-type: none"> <li>• kinship involves supporting one another</li> <li>• First Nations, Métis, and Inuit texts can include teachings that demonstrate how to build a sense of belonging</li> <li>• kinship is connected to a sense of belonging</li> </ul>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>
<p><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>• recognize how diverse texts reveal the ways First Nations, Métis, and Inuit families and communities support belonging</li> <li>• make connections between personal experiences and stories about belonging</li> <li>• describe different ways to support belonging within communities</li> </ul>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>
<p><b>Literacy</b></p> <p><b>CONSTRUCT MEANING: Background Knowledge (LKU3a)</b> Background Knowledge Students make connections to background knowledge and, with guidance, identify gaps to explore new information.</p> <p><b>CONSTRUCT MEANING: Vocabulary (LKU3b)</b> 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.</p> <p><b>CONSTRUCT MEANING: Comprehension Strategies (LKU3d)</b> Comprehension Strategies* Students select, refine, and apply strategies when viewing, listening to,</p>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>

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<p>and interacting with subject/discipline-area texts.</p> <p><b>COMMUNICATE MEANING: Clarity (LKU4a)</b> 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.)</p>					
<p><b>Numeracy</b> <i>none listed for this learning outcome</i></p>					
<p><b>Competencies</b></p> <p><b>Critical Thinking</b></p> <ul style="list-style-type: none"> <li>• Demonstrating intellectual integrity, fairness and open-mindedness</li> <li>• synthesizing thoughts and information to discover or extend understandings</li> <li>• reflecting upon and evaluating reasoning behind thoughts, beliefs or actions</li> <li>• applying reasoned approaches or relevant criteria to conceptualize, analyze or make judgments</li> <li>• questioning and analyzing evidence, assertions or assumptions</li> </ul> <p><b>Cultural and Global Citizenship</b></p> <ul style="list-style-type: none"> <li>• valuing equity and diversity and believing in the capacity to make a difference</li> <li>• evaluating the impact of decisions or actions on the dignity and well-being of individuals or communities</li> <li>• demonstrating responsible citizenship through actions that contribute to healthy and sustainable communities</li> <li>• analyzing various ways in which decisions are made within cultural, environmental, political or economic systems</li> <li>• considering diverse perspectives when examining interactions between cultural, environmental, political or economic systems and</li> </ul>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>

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communities					
<b>Guiding Question: How can language be used to enhance relationships?</b>					
<b>Learning Outcome: Students apply knowledge of how language and actions foster collaboration.</b>					
<b>Conceptual Knowledge</b> <ul style="list-style-type: none"> <li>respectful language can strengthen relationships within a group</li> <li>having specific roles and responsibilities can foster collaboration toward a common goal</li> </ul>	<b>Making Treaties</b> <b>Treaty Days</b> <b>Symbols Send a Message</b> <b>The Numbered Treaties: Fair and Respectful?</b> <b>Stories in Stained Glass</b> <b>Speaking Up</b>	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
<b>Procedural Knowledge</b> <ul style="list-style-type: none"> <li>interpret how relationships in text are enhanced through collaboration</li> <li>recognize and encourage each person's contributions toward a common goal</li> <li>demonstrate responsibility for a role when collaborating with one another to achieve a common goal</li> <li>create criteria to self-assess own role in collaboration</li> </ul>	<b>Making Treaties</b> <b>Treaty Days</b> <b>Symbols Send a Message</b> <b>The Numbered Treaties: Fair and Respectful?</b> <b>Stories in Stained Glass</b> <b>Speaking Up</b>	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
<b>Literacy</b> <b>IMPORTANCE OF LITERACY: Participation (LA1b)</b> <b>Participation</b> Students recognize how being literate enables them to participate in local and global communities.  <b>LEARNER AWARENESS: Personal Insight (LA2a)</b> <b>Personal Insight</b> Students identify and describe their literacy strengths and challenges. With some guidance, they regulate* their learning.  <b>CONSTRUCT MEANING: Comprehension Strategies (LKU3d)</b> <b>Comprehension Strategies*</b> Students select, refine, and apply strategies when viewing, listening to, and interacting with subject/discipline-area texts.	<b>Making Treaties</b> <b>Treaty Days</b> <b>Symbols Send a Message</b> <b>The Numbered Treaties: Fair and Respectful?</b> <b>Stories in Stained Glass</b> <b>Speaking Up</b>	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
<b>Numeracy</b> <i>none listed for this learning outcome</i>					

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<p><b>Competencies</b></p> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• demonstrating respect and responsibility when communicating with other</li> <li>• expressing ideas or concepts using appropriate language, conventions, or protocols</li> <li>• decoding and interpreting ideas or information shared through verbal or non-verbal formats</li> <li>• considering perspectives emotions and experiences when seeking shared understandings</li> <li>• clarifying the purpose or intention of a message in relation to audience, context or culture</li> </ul> <p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• valuing flexibility, compromise and the contributions of others to nurture positive working relationships</li> <li>• exhibiting reciprocity and trust when sharing ideas or roles</li> <li>• demonstrating sensitivity to diverse cultures, audiences or contexts when working with others</li> <li>• sharing responsibilities and supporting other to achieve a common goal</li> </ul>	<p>Making Treaties Treaty Days Symbols Send a Message The Numbered Treaties: Fair and Respectful? Stories in Stained Glass Speaking Up</p>	<p>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</p>	<p>Residential Schools</p>	<p>Honouring Promises</p>	<p>Keeping Treaty Promises</p>
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## Grade 4

Component	Social Studies	Science	Wellness	Arts
<b>Levelled Readers</b>				
Making Treaties	<p><b>Levelled Reader; TR pp. 25-27</b></p> <p><b>Essential Understanding</b> Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society.</p> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>Students analyze how individuals and groups can contribute to the vitality of their diverse communities, past and present.</li> <li>Students analyze how decision making can support equity within diverse communities.</li> </ul> <p><b>Essential Understanding</b> Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together.</p> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>Students examine and explain how stories and histories of Alberta are shaped by diverse experiences and perspectives.</li> </ul> <p><b>Essential Understanding</b> Exploring connections strengthens our understandings of relationships</p>			

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	<p>to help us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>• Students analyze and explain how relationships with land and place can inform responsible decision making.</li> <li>• Students analyze how addressing needs, past and present, can influence quality of life.</li> </ul> <p><b><i>Essential Understanding</i></b> 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"> <li>• Students explain how interactions within and among diverse communities shape identity.</li> </ul>			
Treaty Days	<p><b>Levelled Reader; TR pp. 28-30</b></p> <p><b><i>Essential Understanding</i></b> 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"> <li>• Students analyze how individuals and groups can contribute to the vitality of their diverse communities, past and present.</li> <li>• Students analyze how decision making can support equity</li> </ul>		<p><b>Levelled Reader; TR pp. 28-30</b></p> <p><b><i>Essential Understanding</i></b> 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"> <li>• Students acknowledge and evaluate the relationship between self and community well-being.</li> <li>• Students compare and contrast strategies that promote healthy relationships.</li> </ul>	<p><b>Levelled Reader; TR pp. 28-30</b></p> <p><b><i>Essential Understanding</i></b> 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"> <li>• Students analyze and apply artistic choice for the expression and communication of ideas and experiences.</li> </ul>

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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 interactions within and among diverse communities shape identity.

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<p>Symbols Send a Message</p>	<p><b>Levelled Reader; TR pp. 31-33</b></p> <p><b><i>Essential Understanding</i></b> 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"> <li>• Students analyze how individuals and groups can contribute to the vitality of their diverse communities, past and present.</li> <li>• Students analyze how decision making can support equity within diverse communities.</li> </ul> <p><b><i>Essential Understanding</i></b> 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"> <li>• Students examine and explain how stories and histories of Alberta are shaped by diverse experiences and perspectives.</li> </ul> <p><b><i>Essential Understanding</i></b> 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"> <li>• Students analyze and explain how relationships with land and place can inform responsible decision making.</li> </ul>	<p style="text-align: center; font-size: 48px; color: #ccc;">Draft</p>	<p><b>Levelled Reader; TR pp. 31-33</b></p> <p><b><i>Essential Understanding</i></b> 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"> <li>• Students analyze and apply artistic choice for the expression and communication of ideas and experiences.</li> </ul>	<p><b>Levelled Reader; TR pp. 31-33</b></p> <p><b><i>Essential Understanding</i></b> 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"> <li>• Students analyze and apply artistic choice for the expression and communication of ideas and experiences.</li> </ul>
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	<ul style="list-style-type: none"> <li>Students analyze how addressing needs, past and present, can influence quality of life.</li> </ul> <p><b>Essential Understanding</b> 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"> <li>Students explain how interactions within and among diverse communities shape identity.</li> </ul>			
<p>The Numbered Treaties: Fair and Respectful?</p>	<p><b>Levelled Reader; TR pp. 34–36</b></p> <p><b>Essential Understanding</b> 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"> <li>Students analyze how individuals and groups can contribute to the vitality of their diverse communities, past and present.</li> <li>Students analyze how decision making can support equity within diverse communities.</li> </ul> <p><b>Essential Understanding</b> Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together.</p> <p><i>Outcomes</i></p>	<p>Draft</p>	<p><b>Levelled Reader; TR pp. 34–36</b></p> <p><b>Essential Understanding</b> 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"> <li>Students acknowledge and evaluate the relationship between self and community well-being.</li> <li>Students compare and contrast strategies that promote healthy relationships.</li> </ul>	

	<ul style="list-style-type: none"> <li>Students examine and explain how stories and histories of Alberta are shaped by diverse experiences and perspectives.</li> </ul> <p><b>Essential Understanding</b> 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"> <li>Students analyze and explain how relationships with land and place can inform responsible decision making.</li> <li>Students analyze how addressing needs, past and present, can influence quality of life.</li> </ul> <p><b>Essential Understanding</b> 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"> <li>Students explain how interactions within and among diverse communities shape identity.</li> </ul>			
Stories in Stained Glass	<p><b>Levelled Reader; TR pp. 37-40</b></p> <p><b>Essential Understanding</b> Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society.</p>		<p><b>Levelled Reader; TR pp. 37-40</b></p> <p><b>Essential Understanding</b> Exploring connections strengthens our understandings of relationships to help us make meaning of the world.</p> <p><i>Outcomes</i></p>	<p><b>Levelled Reader; TR pp. 37-40</b></p> <p><b>Essential Understanding</b> Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in</p>

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<p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>• Students analyze how individuals and groups can contribute to the vitality of their diverse communities, past and present.</li> <li>• Students analyze how decision making can support equity within diverse communities.</li> </ul> <p><b>Essential Understanding</b> 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"> <li>• Students examine and explain how stories and histories of Alberta are shaped by diverse experiences and perspectives.</li> </ul> <p><b>Essential Understanding</b> 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"> <li>• Students analyze and explain how relationships with land and place can inform responsible decision making.</li> <li>• Students analyze how addressing needs, past and present, can influence quality of life.</li> </ul> <p><b>Essential Understanding</b> Developing and affirming identity</p>	<p>Draft</p>	<ul style="list-style-type: none"> <li>• Students acknowledge and evaluate the relationship between self and community well-being.</li> <li>• Students compare and contrast strategies that promote healthy relationships</li> </ul>	<p>multiple ways.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>• Students analyze and apply artistic choice for the expression and communication of ideas and experiences</li> </ul> <p><b>Essential Understanding</b> 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"> <li>• Students analyze relationships between communities and cultures as reflected through art experiences.</li> </ul>
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	<p>contributes to well-being and understandings of self and one another.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>Students explain how interactions within and among diverse communities shape identity.</li> </ul>			
Speaking Up	<p><b>Levelled Reader; TR pp. 41-43</b></p> <p><b><i>Essential Understanding</i></b> 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"> <li>Students analyze how individuals and groups can contribute to the vitality of their diverse communities, past and present.</li> <li>Students analyze how decision making can support equity within diverse communities.</li> </ul> <p><b><i>Essential Understanding</i></b> 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"> <li>Students analyze and explain how relationships with land and place can inform responsible decision making.</li> <li>Students analyze how addressing needs, past and</li> </ul>		<p><b>Levelled Reader; TR pp. 41-43</b></p> <p><b><i>Essential Understanding</i></b> 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"> <li>Students acknowledge and evaluate the relationship between self and community well-being.</li> <li>Students compare and contrast strategies that promote healthy relationships</li> </ul>	<p><b>Levelled Reader; TR pp. 41-43</b></p> <p><b><i>Essential Understanding</i></b> 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"> <li>Students analyze and apply artistic choice for the expression and communication of ideas and experiences</li> </ul>

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	<p>present, can influence quality of life.</p> <p><b>Essential Understanding</b> 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"> <li>Students explain how interactions within and among diverse communities shape identity.</li> </ul>			
<b>Component</b>	<b>Social Studies</b>	<b>Science</b>	<b>Wellness</b>	<b>Arts</b>
<b>Online Teaching Centre</b>				
<p>Video: Honouring Promises</p>	<p><b>Levelled Reader; TR pp. 15-16</b></p> <p><b>Essential Understanding</b> 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"> <li>Students analyze how individuals and groups can contribute to the vitality of their diverse communities, past and present.</li> <li>Students analyze how decision making can support equity within diverse communities.</li> </ul> <p><b>Essential Understanding</b> Analyzing diverse worldviews and experiences fosters our ability and willingness to live well together.</p> <p><i>Outcomes</i></p>	<p>Draft</p>	<p><b>Levelled Reader; TR pp. 15-16</b></p> <p><b>Essential Understanding</b> 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"> <li>Students acknowledge and evaluate the relationship between self and community well-being.</li> <li>Students compare and contrast strategies that promote healthy relationships</li> </ul>	

	<ul style="list-style-type: none"> <li>Students examine and explain how stories and histories of Alberta are shaped by diverse experiences and perspectives.</li> </ul> <p><b>Essential Understanding</b> 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"> <li>Students analyze and explain how relationships with land and place can inform responsible decision making.</li> <li>Students analyze how addressing needs, past and present, can influence quality of life.</li> </ul> <p><b>Essential Understanding</b> 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"> <li>Students explain how interactions within and among diverse communities shape identity.</li> </ul>			
<p>Shared Reading: Keeping Treaty Promises</p>	<p><b>Levelled Reader; TR pp. 17-20</b></p> <p><b>Essential Understanding</b> Active citizenship contributes to the vitality of communities that can promote pluralism among diverse people in a democratic society.</p>		<p><b>Levelled Reader; TR pp. 17-20</b></p> <p><b>Essential Understanding</b> 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"> <li>• Students analyze how individuals and groups can contribute to the vitality of their diverse communities, past and present.</li> <li>• Students analyze how decision making can support equity within diverse communities.</li> </ul> <p><b>Essential Understanding</b> 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"> <li>• Students examine and explain how stories and histories of Alberta are shaped by diverse experiences and perspectives.</li> </ul> <p><b>Essential Understanding</b> 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"> <li>• Students analyze and explain how relationships with land and place can inform responsible decision making.</li> <li>• Students analyze how addressing needs, past and present, can influence quality of life.</li> </ul> <p><b>Essential Understanding</b> Developing and affirming identity</p>		<ul style="list-style-type: none"> <li>• Students acknowledge and evaluate the relationship between self and community well-being.</li> <li>• Students compare and contrast strategies that promote healthy relationships</li> </ul>	
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	<p>contributes to well-being and understandings of self and one another.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>Students explain how interactions within and among diverse communities shape identity.</li> </ul>			
Read Aloud: Residential Schools	<p><b>Levelled Reader; TR pp. 21-24</b></p> <p><b><i>Essential Understanding</i></b> 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"> <li>Students analyze how individuals and groups can contribute to the vitality of their diverse communities, past and present.</li> <li>Students analyze how decision making can support equity within diverse communities.</li> </ul> <p><b><i>Essential Understanding</i></b> 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"> <li>Students examine and explain how stories and histories of Alberta are shaped by diverse experiences and perspectives.</li> </ul> <p><b><i>Essential Understanding</i></b> Exploring connections strengthens our understandings of relationships</p>		<p><b>Levelled Reader; TR pp. 21-24</b></p> <p><b><i>Essential Understanding</i></b> 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"> <li>Students acknowledge and evaluate the relationship between self and community well-being.</li> <li>Students compare and contrast strategies that promote healthy relationships</li> </ul>	

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	<p>to help us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"><li>• Students analyze and explain how relationships with land and place can inform responsible decision making.</li><li>• Students analyze how addressing needs, past and present, can influence quality of life.</li></ul> <p><b><i>Essential Understanding</i></b> 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"><li>• Students explain how interactions within and among diverse communities shape identity.</li></ul>			
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