



# Correlations to the New Alberta DRAFT Curriculum (2018)

Cross-curriculum Correlations on p. 31

## Kindergarten: English Language Arts

### Essential Understanding

Engaging with various forms of communication and expression allows us to represent and interpret our understandings of the world in multiple ways.	Shared Reading Books	Teacher's Resource	Read Aloud (Teacher's Resource)	Video (Online Teaching Centre)	Shared Reading (Online Teaching Centre)
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**Guiding Question: What is oral communication?**

**Learning Outcome: Children experiment with ways oral communication is used**

<p><b>Conceptual Knowledge</b></p> <ul style="list-style-type: none"> <li>oral and body language convey messages</li> <li>messages can be communicated orally</li> <li>oral language changes when communicating with peers or adults</li> <li>stories, experiences, and feelings can be shared orally</li> <li>oral storytelling is used by a variety of cultures, including Francophone</li> <li>oral storytelling is a traditional way First Nations, Métis, and Inuit communicate</li> <li>listening involves the whole body</li> </ul>	<p>What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises</p>	<p>TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p>Thanking Mother Earth</p>
<p><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>participate in a variety of oral communication experiences from a variety of cultures, including actions, songs, chants, oral story, or rhymes</li> <li>share personal stories, artifacts, information, and experiences through sharing circles</li> <li>communicate with peers and adults using familiar greetings and courtesy phrases</li> </ul>	<p>What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises</p>	<p>TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p>Thanking Mother Earth</p>

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<ul style="list-style-type: none"> <li>recognize the difference in language used in interactions with peers and adults</li> <li><b>explore how tone of voice, volume, facial expressions, and body language communicate a message</b></li> <li><b>use new vocabulary from listening, speaking, or viewing experiences</b></li> <li>explore how posture, body position, and questions impact listening</li> </ul>					
<p><b>Literacy</b>  <b>IMPORTANCE OF LITERACY: Purpose (LA1a)</b>  <b>Purpose</b>  Children recognize that language is all around them and provides enjoyment.</p> <p><b>CONSTRUCT MEANING: Background Knowledge (LKU3a)</b>  <b>Background Knowledge</b>  Children share personal experiences and, with guidance, connect them to relevant ideas or topics.</p> <p><b>Vocabulary (LKU3b)</b>  <b>Vocabulary</b>  Children use familiar, high-frequency vocabulary and begin to acquire new vocabulary related to learning experiences (e.g., school-related words).</p> <p><b>COMMUNICATE MEANING: Audience (LKU4b)</b>  <b>Audience</b>  With guidance, children adjust oral language to interact appropriately with peers and adults.</p> <p><b>Intent</b>  Children express meaning in various ways</p>	<p><b>What Can I Do?</b>  <b>I Can See Mother Earth</b>  <b>What Is a Family?</b>  <b>Community Helpers</b>  <b>Thank You</b>  <b>I Make Promises</b></p>	<p>TR pp. 16-18  TR pp. 19-21  TR pp. 22-25  TR pp. 26-28  TR pp. 29-31  TR pp. 32-34  TR pp. 35-37  TR pp. 38-40  TR pp. 41-42</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>

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<p><b>Numeracy</b> Communication Children use basic vocabulary, gestures, objects, or symbols when communicating about quantitative or spatial information.</p>	<p>What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises</p>	<p>TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Gifts from Mother Earth</p>	<p>Living Under One Sun</p>	<p>Thanking Mother Earth</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 sources</b></li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• <b>demonstrating respect and responsibility when communicating with others</b></li> <li>• <b>expressing ideas or comments using appropriate language, conventions, or protocols</b></li> <li>• <b>decoding and interpreting ideas or information shared through verbal or non-verbal formats</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><b>What Can I Do?</b> <b>I Can See Mother Earth</b> <b>What Is a Family?</b> <b>Community Helpers</b> <b>Thank You</b> <b>I Make Promises</b></p>	<p><b>TR pp. 16-18</b> <b>TR pp. 19-21</b> <b>TR pp. 22-25</b> <b>TR pp. 26-28</b> <b>TR pp. 29-31</b> <b>TR pp. 32-34</b> <b>TR pp. 35-37</b> <b>TR pp. 38-40</b> <b>TR pp. 41-43</b></p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>
<p><b>Guiding Question: How does the sound structure of language help the construction and expression of meaning?</b></p>					
<p><b>Learning Outcome: Children experiment with the sound structure of oral language.</b></p>					
<p><b>Conceptual Knowledge</b></p> <ul style="list-style-type: none"> <li>• <b>spoken words are made up of sounds</b></li> <li>• letters have names and represent</li> </ul>	<p>What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers</p>	<p><b>TR pp. 16-18</b> <b>TR pp. 19-21</b> TR pp. 22-25 TR pp. 26-28 TR pp. 29-31</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p>Thanking Mother Earth</p>

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<p>sounds</p> <ul style="list-style-type: none"> <li>words can be broken down into smaller units (phonemes)</li> </ul>	<p>Thank You I Make Promises</p>	<p>TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>			
<p><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>manipulate sounds in spoken words</li> <li>blend initial sounds (onset) and the letters and sounds that follow (rime), up to three sounds</li> <li>hear, clap, or count syllables in words</li> <li><b>hear sound units (phonemes) in words</b></li> <li>recognize words that rhyme</li> </ul>	<p>What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises</p>	<p><b>TR pp. 16-18</b> <b>TR pp. 19-21</b> TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p>Thanking Mother Earth</p>
<p><b>Literacy</b> <b>RULES OF LANGUAGE: Word Formation (LKU1a)</b> <b>Word Formation</b> <b>Children know the relationship between letters and sound</b></p>	<p><b>What Can I Do?</b> <b>I Can See Mother Earth</b> <b>What Is a Family?</b> <b>Community Helpers</b> Thank You I Make Promises</p>	<p>TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>
<p><b>Numeracy</b> QUANTITATIVE INFORMATION: Using Numbers (NKU1b) Using Numbers Children use numbers to count and label in their environment (e.g., board games, phone number, counting rhymes).  <b>QUANTITATIVE INFORMATION: Patterns and Relationships (NKU1d)</b> <b>Patterns and Relationships</b> <b>Children recognize and use non-numerical patterns in their environment and daily routines (e.g., days of the week, rhythms).</b></p>	<p>What Can I Do? <b>I Can See Mother Earth</b> <b>What Is a Family?</b> <b>Community Helpers</b> Thank You I Make Promises</p>	<p>TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Gifts from Mother Earth</p>	<p>Living Under One Sun</p>	<p>Thanking Mother Earth</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</b></li> </ul>	<p><b>What Can I Do?</b> <b>I Can See Mother Earth</b> <b>What Is a Family?</b> <b>Community Helpers</b> <b>Thank You</b> <b>I Make Promises</b></p>	<p>TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>

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<p>variety of digital or non-digital 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>					
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**Guiding Question: How does knowledge of words help with the communication of meaning?**

**Learning Outcome: Children experiment with and connect ways that letters, symbols, and words help with the communication of meaning.**

<p><b>Conceptual Knowledge</b></p> <ul style="list-style-type: none"> <li>letters form words</li> <li>letters have unique features and names attached to them</li> <li>initial letters and sounds help to recognize words</li> <li>letters, symbols, and words help to make meaning</li> </ul>	<p><b>What Can I Do?</b>  <b>I Can See Mother Earth</b>  <b>What Is a Family?</b>  <b>Community Helpers</b>  <b>Thank You</b>  <b>I Make Promises</b></p>	<p>TR pp. 16-18  TR pp. 19-21  TR pp. 22-25  TR pp. 26-28  TR pp. 29-31  TR pp. 32-34  TR pp. 35-37  TR pp. 38-40  TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p>Living Under One Sun</p>	<p><b>Thanking Mother Earth</b></p>
<p><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>make connections between letters and sounds in words</li> <li>recognize the initial letter or sound of personally significant words</li> <li>recognize that letters, symbols, or words in context have meaning</li> </ul>	<p><b>What Can I Do?</b>  <b>I Can See Mother Earth</b>  <b>What Is a Family?</b>  <b>Community Helpers</b>  <b>Thank You</b>  <b>I Make Promises</b></p>	<p>TR pp. 16-18  TR pp. 19-21  TR pp. 22-25  TR pp. 26-28  TR pp. 29-31  TR pp. 32-34  TR pp. 35-37  TR pp. 38-40  TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>
<p><b>Literacy</b>  <b>RULES OF LANGUAGE: Word Formation (LKU1a)</b>  <b>Word Formation</b>  <b>Children know the relationship between letters and sounds.</b></p>	<p><b>What Can I Do?</b>  <b>I Can See Mother Earth</b>  <b>What Is a Family?</b>  <b>Community Helpers</b>  <b>Thank You</b></p>	<p>TR pp. 16-18  TR pp. 19-21  TR pp. 22-25  TR pp. 26-28  TR pp. 29-31  TR pp. 32-34</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>

<p><b>CONSTRUCT MEANING: Comprehension Strategies (LKU3d)</b>  <b>Comprehension Strategies*</b>  Children participate in guided activities that model the use of strategies when viewing, listening to, and interacting with texts.  <i>Comprehension strategies* include predicting, making connections, determining importance, questioning, visualizing, inferring, summarizing, and synthesizing (Harvey &amp; Goudvis, 2000).</i></p>	<p><b>I Make Promises</b></p>	<p>TR pp. 35-37  TR pp. 38-40  TR pp. 41-43</p>			
<p><b>Numeracy</b>  <i>none listed for this learning outcome</i></p>					
<p><b>Competencies</b>  <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 and 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>What Can I Do?</b>  <b>I Can See Mother Earth</b>  <b>What Is a Family?</b>  <b>Community Helpers</b>  <b>Thank You</b>  <b>I Make Promises</b></p>	<p>TR pp. 16-18  TR pp. 19-21  TR pp. 22-25  TR pp. 26-28  TR pp. 29-31  TR pp. 32-34  TR pp. 35-37  TR pp. 38-40  TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>

**Guiding Question: What characteristics of texts help in the expression of meaning?**

**Learning Outcome: Children explore and share characteristics of texts.**

<p><b>Conceptual Knowledge</b></p> <ul style="list-style-type: none"> <li>texts give information or tell a story</li> <li>text forms can include stories, poems, informational, artwork, or land</li> <li>text features can include images, words, titles, or landmarks</li> <li>story elements can include characters and events</li> </ul>	<p><b>What Can I Do?</b>  <b>I Can See Mother Earth</b>  <b>What Is a Family?</b>  <b>Community Helpers</b>  <b>Thank You</b>  <b>I Make Promises</b></p>	<p>TR pp. 16-18                  TR pp. 19-21                  TR pp. 22-25                  TR pp. 26-28                  TR pp. 29-31                  TR pp. 32-34                  TR pp. 35-37                  TR pp. 38-40                  TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p>Living Under One Sun</p>	<p><b>Thanking Mother Earth</b></p>
<p><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>explore a variety of text forms</li> <li>share text features, including images, words, titles, or icons</li> <li>explore story elements, including characters and events</li> </ul>	<p><b>What Can I Do?</b>  <b>I Can See Mother Earth</b>  <b>What Is a Family?</b>  <b>Community Helpers</b>  <b>Thank You</b>  <b>I Make Promises</b></p>	<p>TR pp. 16-18                  TR pp. 19-21                  TR pp. 22-25                  TR pp. 26-28                  TR pp. 29-31                  TR pp. 32-34                  TR pp. 35-37                  TR pp. 38-40                  TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p>Living Under One Sun</p>	<p><b>Thanking Mother Earth</b></p>
<p><b>Literacy</b>  <b>IMPORTANCE OF LITERACY: Purpose (LA1a)</b>                  Purpose                  Children recognize that language is all around them and provides enjoyment.</p> <p><b>CONSTRUCT MEANING: Text Organization (LKU3c)</b>                  Text Organization                  Children begin to recognize that authors organize texts in different ways.</p> <p><b>COMMUNICATE MEANING: Clarity (LKU4a)</b>                  Clarity                  Children explore various ways to present and share ideas and information.</p>	<p><b>What Can I Do?</b>  <b>I Can See Mother Earth</b>  <b>What Is a Family?</b>  <b>Community Helpers</b>  <b>Thank You</b>  <b>I Make Promises</b></p>	<p>TR pp. 16-18                  TR pp. 19-21                  TR pp. 22-25                  TR pp. 26-28                  TR pp. 29-31                  TR pp. 32-34                  TR pp. 35-37                  TR pp. 38-40                  TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p>Living Under One Sun</p>	<p><b>Thanking Mother Earth</b></p>
<p><b>Numeracy</b>  <i>none listed for this learning outcome</i></p>					
<p><b>Competencies</b>                  Managing Information</p> <ul style="list-style-type: none"> <li>using, sharing or storing information</li> </ul>	<p><b>What Can I Do?</b>  <b>I Can See Mother Earth</b></p>	<p>TR pp. 16-18                  TR pp. 19-21                  TR pp. 22-25</p>	<p><b>Gifts from Mother</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>

<p>effectively and ethically</p> <ul style="list-style-type: none"> <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>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, intention of a message in relation to audience, context or culture</li> </ul>	<p><b>What Is a Family?</b>  <b>Community Helpers</b>  <b>Thank You</b>  <b>I Make Promises</b></p>	<p>TR pp. 26-28  TR pp. 29-31  TR pp. 32-34  TR pp. 35-37  TR pp. 38-40  TR pp. 41-43</p>	<p><b>Earth</b></p>		
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**Guiding Question: How can we respond to the artistic expression in texts?**

**Learning Outcome: Children explore the artistic expression in texts and share responses.**

<p><b>Conceptual Knowledge</b></p> <ul style="list-style-type: none"> <li>texts express thinking and feelings</li> <li>there are parts in texts that create a response</li> </ul>	<p><b>What Can I Do?</b>  <b>I Can See Mother Earth</b>  <b>What Is a Family?</b>  <b>Community Helpers</b>  <b>Thank You</b>  <b>I Make Promises</b></p>	<p>TR pp. 16-18  TR pp. 19-21  TR pp. 22-25  TR pp. 26-28  TR pp. 29-31  TR pp. 32-34  TR pp. 35-37  TR pp. 38-40  TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>
<p><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>share responses evoked from texts</li> <li>share what aspects of texts create responses</li> <li>explore the ways that images, symbols, body language, oral language, sounds, and land can evoke a response</li> <li>explore rhythm and rhyme (literary techniques)</li> </ul>	<p><b>What Can I Do?</b>  <b>I Can See Mother Earth</b>  <b>What Is a Family?</b>  <b>Community Helpers</b>  <b>Thank You</b>  <b>I Make Promises</b></p>	<p>TR pp. 16-18  TR pp. 19-21  TR pp. 22-25  TR pp. 26-28  TR pp. 29-31  TR pp. 32-34  TR pp. 35-37  TR pp. 38-40  TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>
<p><b>Literacy</b></p>	<p><b>What Can I Do?</b></p>	<p>TR pp. 16-18</p>	<p><b>Gifts</b></p>	<p><b>Living</b></p>	<p><b>Thanking</b></p>



<p><b>IMPORTANCE OF LITERACY: Purpose (LA1a)</b> Purpose Children recognize that language is all around them and provides enjoyment.</p> <p><b>CONSTRUCT MEANING: Background Knowledge (LKU3a)</b> Background Knowledge Children share personal experiences and, with guidance, connect them to relevant ideas or topics.</p> <p><b>COMMUNICATE MEANING: Clarity (LKU4a)</b> Clarity Children explore various ways to present and share ideas and information.</p>	<p><b>I Can See Mother Earth</b> <b>What Is a Family?</b> <b>Community Helpers</b> <b>Thank You</b> <b>I Make Promises</b></p>	<p>TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p><b>from Mother Earth</b></p>	<p><b>Under One Sun</b></p>	<p><b>Mother Earth</b></p>
<p><b>Numeracy</b> <b>QUANTITATIVE INFORMATION: Patterns and Relationships (NKU1d)</b> Patterns and Relationships Children recognize and use non-numerical patterns in their environment and daily routines (e.g., days of the week, rhythms)</p>	<p><b>What Can I Do?</b> <b>I Can See Mother Earth</b> <b>What Is a Family?</b> <b>Community Helpers</b> Thank you I Make Promises</p>	<p>TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Gifts from Mother Earth</p>	<p>Living Under One Sun</p>	<p>Thanking Mother Earth</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 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</b></li> </ul>	<p><b>What Can I Do?</b> <b>I Can See Mother Earth</b> <b>What Is a Family?</b> <b>Community Helpers</b> <b>Thank You</b> <b>I Make Promises</b></p>	<p>TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>

<p>information shared through verbal or non-verbal formats</p> <ul style="list-style-type: none"> <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: What meaning do I construct from texts?</b></p> <p><b>Learning Outcome: Children share the meaning that they construct from texts.</b></p>					
<p><b>Conceptual Knowledge</b></p> <ul style="list-style-type: none"> <li>texts share ideas and feelings</li> <li>discussions about texts assist in making meaning</li> <li>personal experiences help make meaning of texts</li> <li>text features, including images, symbols, and words, help to make meaning of texts</li> <li>books are read from left to right and top to bottom</li> </ul>	<p><b>What Can I Do?</b>  <b>I Can See Mother Earth</b>  <b>What Is a Family?</b>  <b>Community Helpers</b>  <b>Thank You</b>  <b>I Make Promises</b></p>	<p>TR pp. 16-18  TR pp. 19-21  TR pp. 22-25  TR pp. 26-28  TR pp. 29-31  TR pp. 32-34  TR pp. 35-37  TR pp. 38-40  TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>
<p><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>share personal feelings and ideas about texts while listening and viewing</li> <li>communicate personal experiences that connect to ideas and characters in texts</li> <li>predict using text cues and personal experiences</li> <li>explore text features, including images, words, titles, landmarks, or icons</li> <li>recognize the connection between words and images</li> <li>read images, the land, and words encountered in immediate surroundings (environmental print)</li> <li>track print from top to bottom and left to right</li> </ul>	<p><b>What Can I Do?</b>  <b>I Can See Mother Earth</b>  <b>What Is a Family?</b>  <b>Community Helpers</b>  <b>Thank You</b>  <b>I Make Promises</b></p>	<p>TR pp. 16-18  TR pp. 19-21  TR pp. 22-25  TR pp. 26-28  TR pp. 29-31  TR pp. 32-34  TR pp. 35-37  TR pp. 38-40  TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>
<p><b>Literacy</b>  <b>IMPORTANCE OF LITERACY: Purpose</b></p>	<p><b>What Can I Do?</b>  <b>I Can See Mother</b></p>	<p>TR pp. 16-18  TR pp. 19-21</p>	<p><b>Gifts from</b></p>	<p><b>Living Under</b></p>	<p><b>Thanking Mother Earth</b></p>

<p>(LA1a) Purpose Children recognize that language is all around them and provides enjoyment.</p> <p>CONSTRUCT MEANING: Background Knowledge (LKU3a) Background Knowledge Children share personal experiences and, with guidance, connect them to relevant ideas or topics.</p> <p>CONSTRUCT MEANING: Text Organization (LKU3c) Text Organization Children begin to recognize that authors organize texts in different ways.</p> <p>CONSTRUCT MEANING: Comprehension Strategies (LKU3d) Comprehension Strategies* Children participate in guided activities that model the use of strategies when viewing, listening, and interacting with texts. <i>Comprehension strategies* include predicting, making connections, determining importance, questioning, visualizing, inferring, summarizing, and synthesizing (Harvey &amp; Goudvis, 2000).</i></p>	<p><b>Earth</b> <b>What Is a Family?</b> <b>Community Helpers</b> <b>Thank You</b> <b>I Make Promises</b></p>	<p>TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p><b>Mother Earth</b></p>	<p><b>One Sun</b></p>	
<p><b>Numeracy</b> <b>SPATIAL INFORMATION: Management of Space (NKU2b)</b> <b>Management of Space</b> Children judge the space between themselves and others or objects in their environment.</p>	<p>What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You <b>I Make Promises</b></p>	<p>TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Gifts from Mother Earth</p>	<p>Living Under One Sun</p>	<p>Thanking Mother Earth</p>
<p><b>Competencies</b> <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</li> </ul>	<p>What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You <b>I Make Promises</b></p>	<p>TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>

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<ul style="list-style-type: none"> <li>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>Communication</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>					
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**Guiding Question: How can my feelings, ideas, and experiences be shared through various representations?**

**Learning Outcome: Children create various representations to communicate feelings, ideas, and experiences.**

<p><b>Conceptual Knowledge</b></p> <ul style="list-style-type: none"> <li>personal experiences help generate ideas for text creation</li> <li>texts provide ideas and information to support text creation</li> <li>communication of a message can be represented in many ways</li> </ul>	<p><b>What Can I Do?</b>  <b>I Can See Mother Earth</b>  <b>What Is a Family?</b>  <b>Community Helpers</b>  <b>Thank You</b>  <b>I Make Promises</b></p>	<p>TR pp. 16-18  TR pp. 19-21  TR pp. 22-25  TR pp. 26-28  TR pp. 29-31  TR pp. 32-34  TR pp. 35-37  TR pp. 38-40  TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p>Living Under One Sun</p>	<p><b>Thanking Mother Earth</b></p>
<p><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>explore different forms of communication, including pictures, non-conventional print, copying, and symbols</li> <li>experiment with letter formation</li> <li>explore the keyboard, using letters, numbers, and the space bar</li> <li>generate ideas for text creation</li> <li>record environmental print and words that have personal</li> </ul>	<p><b>What Can I Do?</b>  <b>I Can See Mother Earth</b>  <b>What Is a Family?</b>  <b>Community Helpers</b>  <b>Thank You</b>  <b>I Make Promises</b></p>	<p>TR pp. 16-18  TR pp. 19-21  TR pp. 22-25  TR pp. 26-28  TR pp. 29-31  TR pp. 32-34  TR pp. 35-37  TR pp. 38-40  TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p>Living Under One Sun</p>	<p><b>Thanking Mother Earth</b></p>

<p>significance</p> <ul style="list-style-type: none"> <li>• discuss the message conveyed in personal texts</li> <li>• express thoughts, feelings, and personal experiences through various representations</li> </ul>					
<p>Literacy</p> <p><b>IMPORTANCE OF LITERACY: Purpose (LA1a)</b> Purpose Children recognize that language is all around them and provides enjoyment.</p> <p><b>TASK AWARENESS: Task Analysis (LA3a)</b> Task Analysis Children participate in guided activities that model how to identify the literacy skills needed to complete a task.</p> <p><b>CONSTRUCT MEANING: Comprehension Strategies (LKU3d)</b> Comprehension Strategies Children participate in guided activities that model the use of strategies when viewing, listening to, and interacting with texts. Comprehension strategies* include predicting, making connections, determining importance, questioning, visualizing, inferring, summarizing, and synthesizing (Harvey &amp; Goudvis, 2000).</p> <p><b>COMMUNICATE MEANING: Clarity (LKU4a)</b> Clarity Children explore various ways to present and share ideas and information.</p> <p><b>COMMUNICATE MEANING: Modes and Media (LKU4d)</b> Modes* and Media** Children explore a variety of modes and media.</p>	<p>What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises</p>	<p>TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Gifts from Mother Earth</p>	<p>Living Under One Sun</p>	<p>Thanking Mother Earth</p>

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<p><b>Numeracy</b>  <b>SPATIAL INFORMATION: Spatial Visualization (NKU2a)</b>  <b>Spatial Visualization</b>  <b>Children participate in activities that develop spatial thinking (e.g., puzzles, building with blocks, drawing).</b></p>	<p>What Can I Do?  I Can See Mother Earth  What Is a Family?  Community Helpers  Thank You  I Make Promises</p>	<p>TR pp. 16-18  <b>TR pp. 19-21</b>  <b>TR pp. 22-25</b>  TR pp. 26-28  TR pp. 29-31  <b>TR pp. 32-34</b>  TR pp. 35-37  <b>TR pp. 38-40</b>  TR pp. 41-43</p>	<p>Gifts from Mother Earth</p>	<p>Living Under One Sun</p>	<p>Thanking Mother Earth</p>
<p><b>Competencies</b>  <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 others</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>What Can I Do?</b>  <b>I Can See Mother Earth</b>  <b>What Is a Family?</b>  <b>Community Helpers</b>  <b>Thank You</b>  <b>I Make Promises</b></p>	<p>TR pp. 16-18  TR pp. 19-21  TR pp. 22-25  TR pp. 26-28  TR pp. 29-31  TR pp. 32-34  TR pp. 35-37  TR pp. 38-40  TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>
<p><b>Guiding Question: How can curiosity help me explore and make meaning of my world through texts?</b></p>					
<p><b>Learning Outcome: Children explore how curiosity helps in the construction and expression of meaning.</b></p>					
<p><b>Conceptual Knowledge</b></p> <ul style="list-style-type: none"> <li>curiosity can be explored through texts</li> <li>asking questions can help to find information in texts</li> <li>information comes from more than one source, including people, land,</li> </ul>	<p><b>What Can I Do?</b>  <b>I Can See Mother Earth</b>  <b>What Is a Family?</b>  <b>Community Helpers</b>  <b>Thank You</b>  <b>I Make Promises</b></p>	<p>TR pp. 16-18  TR pp. 19-21  TR pp. 22-25  TR pp. 26-28  TR pp. 29-31  TR pp. 32-34  TR pp. 35-37  TR pp. 38-40  TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>

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books, or digital texts					
<b>Procedural Knowledge</b> <ul style="list-style-type: none"> <li>share questions and predictions related to texts</li> <li>explore ways to share information and observations</li> <li>explore differences between real and imaginary</li> </ul>	<b>What Can I Do?</b> <b>I Can See Mother Earth</b> <b>What Is a Family?</b> <b>Community Helpers</b> <b>Thank You</b> <b>Make Promises</b>	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	<b>Gifts from Mother Earth</b>	<b>Living Under One Sun</b>	<b>Thanking Mother Earth</b>
<b>Literacy</b> <b>IMPORTANCE OF LITERACY: Purpose (LA1a)</b> <b>Purpose</b> Children recognize that language is all around them and provides enjoyment.  <b>ACQUIRE INFORMATION: Access (LKU2b)</b> <b>Access</b> Children recognize that information comes from more than one source.  <b>ACQUIRE INFORMATION: Evaluate (LKU2c)</b> <b>Evaluate</b> Through guided activities, children evaluate information by identifying what is real and imaginary and by asking and answering questions.  <b>CONSTRUCT MEANING: Comprehension Strategies (LKU3d)</b> <b>Comprehension Strategies*</b> Children participate in guided activities that model the use of strategies when viewing, listening to, and interacting with texts.	<b>What Can I Do?</b> <b>I Can See Mother Earth</b> <b>What Is a Family?</b> <b>Community Helpers</b> <b>Thank You</b> <b>Make Promises</b>	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	<b>Gifts from Mother Earth</b>	<b>Living Under One Sun</b>	<b>Thanking Mother Earth</b>
<b>Numeracy</b> <i>none listed for this learning outcome</i>					
<b>Competencies</b> <b>Critical Thinking</b> <ul style="list-style-type: none"> <li>Demonstrating intellectual integrity, fairness and open-mindedness</li> </ul>	<b>What Can I Do?</b> <b>I Can See Mother Earth</b> <b>What Is a Family?</b> <b>Community Helpers</b>	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31	<b>Gifts from Mother Earth</b>	<b>Living Under One Sun</b>	<b>Thanking Mother Earth</b>

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<ul style="list-style-type: none"> <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 and intention of a message in relation to audience, context of culture</li> </ul>	<p><b>Thank You</b> <b>I Make Promises</b></p>	<p>TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>			
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**Guiding Question: Why do we need to acknowledge the ownership of created texts?**

**Learning Outcome: Children acknowledge self and one another as creators of text.**

<p><b>Conceptual Knowledge</b></p> <ul style="list-style-type: none"> <li>creators of text need to be acknowledged</li> </ul>	<p><b>What Can I Do?</b> <b>I Can See Mother Earth</b> <b>What Is a Family?</b> <b>Community Helpers</b> <b>Thank You</b> <b>I Make Promises</b></p>	<p>TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>
<p><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>acknowledge creators of text and where stories come from</li> <li>identify own work</li> </ul>	<p><b>What Can I Do?</b> <b>I Can See Mother Earth</b> <b>What Is a Family?</b> <b>Community Helpers</b> <b>Thank You</b> <b>Make Promises</b></p>	<p>TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>
<p><b>Literacy</b> <b>ACQUIRE INFORMATION: Ethical Use (LKU2d)</b></p>	<p><b>What Can I Do?</b> <b>I Can See Mother Earth</b></p>	<p>TR pp. 16-18 TR pp. 19-21 TR pp. 22-25</p>	<p><b>Gifts from Mother</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>



<p><b>Ethical Use</b> Through guided activities, children recognize that authors and illustrators, including themselves, are creators of oral, print, and digital texts.</p>	<p><b>What Is a Family?</b> <b>Community Helpers</b> <b>Thank You</b> <b>Make Promises</b></p>	<p>TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p><b>Earth</b></p>		
<p><b>Numeracy</b> <i>none listed for this learning outcome</i></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 sources</b></li> </ul> <p>Communication</p> <ul style="list-style-type: none"> <li>demonstrating respect and responsibility when communicating with others</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>What Can I Do?</b> <b>I Can See Mother Earth</b> <b>What Is a Family?</b> <b>Community Helpers</b> <b>Thank You</b> <b>I Make Promises</b></p>	<p>TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>
<p><b>Guiding Question: How can I use language to speak up for myself?</b></p>					
<p><b>Learning Outcome: Children experiment with appropriate ways to use language when expressing themselves.</b></p>					
<p><b>Conceptual Knowledge</b></p> <ul style="list-style-type: none"> <li>it is important to speak up for oneself</li> <li>thoughts and ideas can express self</li> </ul>	<p>What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers <b>Thank You</b> <b>I Make Promises</b></p>	<p>TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p>Gifts from Mother Earth</p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>

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<p><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>explore appropriate ways to express self</li> <li>recognize that personal thoughts and ideas are important and can be shared</li> </ul>	<p><b>What Can I Do?</b>  <b>I Can See Mother Earth</b>  <b>What Is a Family?</b>  <b>Community Helpers</b>  <b>Thank You</b>  <b>Make Promises</b></p>	<p>TR pp. 16-18  TR pp. 19-21  TR pp. 22-25  TR pp. 26-28  TR pp. 29-31  TR pp. 32-34  TR pp. 35-37  TR pp. 38-40  TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>
<p><b>Literacy</b>  <b>IMPORTANCE OF LITERACY: Purpose (LA1a)</b>  <b>Purpose</b>  Children recognize that language is all around them and provides enjoyment.</p> <p><b>IMPORTANCE OF LITERACY: Participation (LA1b)</b>  <b>Participation</b>  Children participate in guided activities that model how being literate enables them to participate in local and global communities</p> <p><b>COMMUNICATE MEANING: Clarity (LKU4a)</b>  <b>Clarity</b>  Children explore various ways to present and share ideas and information</p>	<p><b>What Can I Do?</b>  <b>I Can See Mother Earth</b>  <b>What Is a Family?</b>  <b>Community Helpers</b>  <b>Thank You</b>  <b>Make Promises</b></p>	<p>TR pp. 16-18  TR pp. 19-21  TR pp. 22-25  TR pp. 26-28  TR pp. 29-31  TR pp. 32-34  TR pp. 35-37  TR pp. 38-40  TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>
<p><b>Numeracy</b>  <i>none listed for this learning outcome</i></p>					
<p><b>Competencies</b>  <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>What Can I Do?</b>  <b>I Can See Mother Earth</b>  <b>What Is a Family?</b>  <b>Community Helpers</b>  <b>Thank You</b>  <b>Make Promises</b></p>	<p>TR pp. 16-18  TR pp. 19-21  TR pp. 22-25  TR pp. 26-28  TR pp. 29-31  TR pp. 32-34  TR pp. 35-37  TR pp. 38-40  TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>

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<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>					
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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 texts do I find enjoyable and engaging?</b>					
<b>Learning Outcome: Children choose and share texts that provide enjoyment.</b>					
<b>Conceptual Knowledge</b> <ul style="list-style-type: none"> <li>texts can provide enjoyment</li> <li>language is everywhere and can provide enjoyment</li> </ul>	<b>What Can I Do?</b> <b>I Can See Mother Earth</b> <b>What Is a Family?</b> <b>Community Helpers</b> <b>Thank You</b> <b>I Make Promises</b>	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	<b>Gifts from Mother Earth</b>	<b>Living Under One Sun</b>	<b>Thanking Mother Earth</b>
<b>Procedural Knowledge</b> <ul style="list-style-type: none"> <li>choose texts for enjoyment based on preference</li> <li>share likes and dislikes about texts</li> <li>share favourite images, words, phrases, or ideas in texts</li> </ul>	<b>What Can I Do?</b> <b>I Can See Mother Earth</b> <b>What Is a Family?</b> <b>Community Helpers</b> <b>Thank You</b> <b>I Make Promises</b>	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	<b>Gifts from Mother Earth</b>	<b>Living Under One Sun</b>	<b>Thanking Mother Earth</b>
<b>Literacy</b> <b>IMPORTANCE OF LITERACY: Purpose (LA1a)</b> <b>Purpose</b> Children recognize that language is all around them and provides enjoyment.  <b>CONSTRUCT MEANING: Background Knowledge (LKU3a)</b> <b>Background Knowledge</b> Students make connections to their background knowledge to support understanding of a new idea or topic.  <b>COMMUNICATE MEANING: Modes and Media (LKU4d)</b> <b>Modes* and Media**</b> Children explore a variety of modes and media.	<b>What Can I Do?</b> <b>I Can See Mother Earth</b> <b>What Is a Family?</b> <b>Community Helpers</b> <b>Thank You</b> <b>I Make Promises</b>	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	<b>Gifts from Mother Earth</b>	<b>Living Under One Sun</b>	<b>Thanking Mother Earth</b>
<b>Numeracy</b> <i>none listed for this learning outcome</i>					

<p><b>Competencies</b> <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>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 adopting 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>What Can I Do?</b> <b>I Can See Mother Earth</b> <b>What Is a Family?</b> <b>Community Helpers</b> <b>Thank You</b> <b>Make Promises</b></p>	<p>TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>
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**Guiding Question: How can engaging with texts help me develop an awareness of self?**

**Learning Outcome: Children explore and share diverse texts that help develop an awareness of self.**

<p><b>Conceptual Knowledge</b></p> <ul style="list-style-type: none"> <li>personal stories represent self</li> </ul>	<p><b>What Can I Do?</b> <b>I Can See Mother Earth</b> <b>What Is a Family?</b> <b>Community Helpers</b> <b>Thank You</b> <b>I Make Promises</b></p>	<p>TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>
<p><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>explore self through engagement</li> </ul>	<p><b>What Can I Do?</b> <b>I Can See Mother</b></p>	<p>TR pp. 16-18 TR pp. 19-21</p>	<p><b>Gifts from</b></p>	<p><b>Living Under</b></p>	<p><b>Thanking Mother Earth</b></p>

<p>with diverse texts</p> <ul style="list-style-type: none"> <li>share personal experiences to explore an awareness of self</li> <li>share personal experiences of home, community, or culture to explore an awareness of self</li> </ul>	<p><b>Earth</b>  <b>What Is a Family?</b>  <b>Community Helpers</b>  <b>Thank You</b>  <b>Make Promises</b></p>	<p>TR pp. 22-25  TR pp. 26-28  TR pp. 29-31  TR pp. 32-34  TR pp. 35-37  TR pp. 38-40  TR pp. 41-43</p>	<p><b>Mother Earth</b></p>	<p><b>One Sun</b></p>	
<p><b>Literacy</b>  <b>CONSTRUCT MEANING: Background Knowledge (LKU3a)</b>  Background Knowledge  Children share personal experiences and, with guidance, connect them to relevant ideas or topics.</p> <p><b>COMMUNICATE MEANING: Clarity (LKU4a)</b>  Clarity  Children explore various ways to present and share ideas and information.</p>	<p><b>What Can I Do?</b>  <b>I Can See Mother Earth</b>  <b>What Is a Family?</b>  <b>Community Helpers</b>  <b>Thank You</b>  <b>Make Promises</b></p>	<p>TR pp. 16-18  TR pp. 19-21  TR pp. 22-25  TR pp. 26-28  TR pp. 29-31  TR pp. 32-34  TR pp. 35-37  TR pp. 38-40  TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>
<p><b>Numeracy</b>  <i>none listed for this learning outcome</i></p>					
<p><b>Competencies</b>  <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>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</li> </ul>	<p><b>What Can I Do?</b>  <b>I Can See Mother Earth</b>  <b>What Is a Family?</b>  <b>Community Helpers</b>  <b>Thank You</b>  <b>Make Promises</b></p>	<p>TR pp. 16-18  TR pp. 19-21  TR pp. 22-25  TR pp. 26-28  TR pp. 29-31  TR pp. 32-34  TR pp. 35-37  TR pp. 38-40  TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>

<p>of self or others</p> <ul style="list-style-type: none"><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>					
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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 sharing texts help us understand one another?</b>					
<b>Learning Outcome: Children explore and share personal views about information and ideas encountered in diverse texts.</b>					
<b>Conceptual Knowledge</b> <ul style="list-style-type: none"> <li>personal views are an individual's opinion</li> <li>personal views about texts can be similar or different</li> </ul>	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Gifts from Mother Earth	Living Under One Sun	Thanking Mother Earth
<b>Procedural Knowledge</b> <ul style="list-style-type: none"> <li>share personal views about information and idea</li> </ul>	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Gifts from Mother Earth	Living Under One Sun	Thanking Mother Earth
<b>Literacy</b> <b>CONSTRUCT MEANING: Background Knowledge (LKU3a)</b> Background Knowledge Students make connections to their background knowledge to support understanding of a new idea or topic.  <b>CONSTRUCT MEANING: Vocabulary (LKU3b)</b> Vocabulary Children use familiar, high-frequency vocabulary and begin to acquire new vocabulary related to learning experiences (e.g., school-related words).	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Gifts from Mother Earth	Living Under One Sun	Thanking Mother Earth
<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</li> </ul>	What Can I Do? I Can See Mother Earth What Is a Family?	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28	Gifts from Mother Earth	Living Under One Sun	Thanking Mother Earth



<ul style="list-style-type: none"> <li>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>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>Community Helpers</b></p> <p><b>Thank You</b></p> <p><b>Make Promises</b></p>	<p>TR pp. 29-31</p> <p>TR pp. 32-34</p> <p>TR pp. 35-37</p> <p>TR pp. 38-40</p> <p>TR pp. 41-43</p>			
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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 are personal experiences and feelings connected to language?</b>					
<b>Learning Outcome: Children make connections between language and feelings.</b>					
<b>Conceptual Knowledge</b> <ul style="list-style-type: none"> <li>language (verbal and non-verbal) is connected to feelings</li> </ul>	<b>What Can I Do?</b> <b>I Can See Mother Earth</b> <b>What Is a Family?</b> <b>Community Helpers Thank You</b> <b>I Make Promises</b>	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	<b>Gifts from Mother Earth</b>	<b>Living Under One Sun</b>	<b>Thanking Mother Earth</b>
<b>Procedural Knowledge</b> <ul style="list-style-type: none"> <li>recognize that language used is connected to feelings</li> <li>share connections made between language and feelings</li> </ul>	<b>What Can I Do?</b> <b>I Can See Mother Earth</b> <b>What Is a Family?</b> <b>Community Helpers Thank You</b> <b>I Make Promises</b>	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	<b>Gifts from Mother Earth</b>	<b>Living Under One Sun</b>	<b>Thanking Mother Earth</b>
<b>Literacy</b> <b>IMPORTANCE OF LITERACY: Purpose (LA1a)</b> <b>Purpose</b> Children recognize that language is all around them and provides enjoyment.  <b>CONSTRUCT MEANING: Background Knowledge (LKU3a)</b> <b>Background Knowledge</b> Children share personal experiences and, with guidance, connect them to relevant ideas or topics.	<b>What Can I Do?</b> <b>I Can See Mother Earth</b> <b>What Is a Family?</b> <b>Community Helpers Thank You</b> <b>I Make Promises</b>	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	<b>Gifts from Mother Earth</b>	<b>Living Under One Sun</b>	<b>Thanking Mother Earth</b>
<b>Numeracy</b> <i>none listed for this learning outcome</i>					

<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>What Can I Do?</b>  <b>I Can See Mother Earth</b>  <b>What Is a Family?</b>  <b>Community Helpers</b>  <b>Thank You</b>  <b>I Make Promises</b></p>	<p>TR pp. 16-18  TR pp. 19-21  TR pp. 22-25  TR pp. 26-28  TR pp. 29-31  TR pp. 32-34  TR pp. 35-37  TR pp. 38-40  TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>
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**Guiding Question: How can texts be used to explore First Nations, Métis, and Inuit kinships?**

**Learning Outcome: Children explore various texts that show how First Nations, Métis, and Inuit value relationships.**

<p><b>Conceptual Knowledge</b></p> <ul style="list-style-type: none"> <li>• First Nations, Métis, and Inuit value respectful relationships between self and one another (kinship)</li> </ul>	<p>What Can I Do?  I Can See Mother Earth  <b>What Is a Family?</b>  <b>Community Helpers</b>  <b>Thank You</b>  <b>I Make Promises</b></p>	<p>TR pp. 16-18  TR pp. 19-21  TR pp. 22-25  TR pp. 26-28  TR pp. 29-31  TR pp. 32-34  TR pp. 35-37  TR pp. 38-40  TR pp. 41-43</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>
<p><b>Procedural Knowledge</b></p> <ul style="list-style-type: none"> <li>• listen to and discuss diverse texts that show how First Nations, Métis, and Inuit support one another</li> </ul>	<p>What Can I Do?  I Can See Mother Earth  <b>What Is a Family?</b></p>	<p>TR pp. 16-18  TR pp. 19-21  TR pp. 22-25  TR pp. 26-28</p>	<p><b>Gifts from Mother Earth</b></p>	<p><b>Living Under One Sun</b></p>	<p><b>Thanking Mother Earth</b></p>

(kinship)	Community Helpers Thank You I Make Promises	TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43			
Literacy ACQUIRE INFORMATION: Access (LKU2b) Access Children recognize that information comes from more than one source. * <i>*Source(s) may include traditional print, digital sources, videos, oral stories, experts, Elders, and primary and secondary accounts.</i>	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Gifts from Mother Earth	Living Under One Sun	Thanking Mother Earth
Numeracy <i>none listed for this learning outcome</i>					
Competencies Communication <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> Cultural and Global Citizenship <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</li> </ul>	What Can I Do? I Can See Mother Earth What Is a Family? Community Helpers Thank You I Make Promises	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	Gifts from Mother Earth	Living Under One Sun	Thanking Mother Earth

when examining interactions between cultural, environmental, political or economic systems and communities					
<b>Guiding Question: How can language be used to contribute to relationships?</b>					
<b>Learning Outcome: Children explore relationships through texts and experiences that build collaboration.</b>					
<b>Conceptual Knowledge</b> <ul style="list-style-type: none"> <li>texts can teach how people work together</li> <li>each person's participation in a group is important</li> </ul>	<b>What Can I Do?</b> <b>I Can See Mother Earth</b> <b>What Is a Family?</b> <b>Community Helpers Thank You</b> <b>I Make Promises</b>	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	<b>Gifts from Mother Earth</b>	<b>Living Under One Sun</b>	<b>Thanking Mother Earth</b>
<b>Procedural Knowledge</b> <ul style="list-style-type: none"> <li>explore a variety of collaborative relationships presented in texts</li> <li>participate in collaborative experiences</li> <li>explore how people work together</li> </ul>	<b>What Can I Do?</b> <b>I Can See Mother Earth</b> <b>What Is a Family?</b> <b>Community Helpers Thank You</b> <b>I Make Promises</b>	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	<b>Gifts from Mother Earth</b>	<b>Living Under One Sun</b>	<b>Thanking Mother Earth</b>
<b>Literacy</b> <b>IMPORTANCE OF LITERACY: Purpose (LA1a)</b> <b>Purpose</b> Children recognize that language is all around them and provides enjoyment  <b>IMPORTANCE OF LITERACY: Participation (LA1b)</b> <b>Participation</b> Children participate in guided activities that model how being literate enables them to participate in local and global communities.	<b>What Can I Do?</b> <b>I Can See Mother Earth</b> <b>What Is a Family?</b> <b>Community Helpers Thank You</b> <b>I Make Promises</b>	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	<b>Gifts from Mother Earth</b>	<b>Living Under One Sun</b>	<b>Thanking Mother Earth</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> <li>decoding and interpreting ideas or</li> </ul>	<b>What Can I Do?</b> <b>I Can See Mother Earth</b> <b>What Is a Family?</b> <b>Community Helpers Thank You</b> <b>I Make Promises</b>	TR pp. 16-18 TR pp. 19-21 TR pp. 22-25 TR pp. 26-28 TR pp. 29-31 TR pp. 32-34 TR pp. 35-37 TR pp. 38-40 TR pp. 41-43	<b>Gifts from Mother Earth</b>	<b>Living Under One Sun</b>	<b>Thanking Mother Earth</b>

<p>information shared through verbal or non-verbal formats</p> <ul style="list-style-type: none"> <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>					
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# Kindergarten

Component	Social Studies	Science	Wellness	Arts
<b>Levelled Readers</b>				
<b>What Can I Do?</b>	<p><b>Levelled Reader; TR pp. 26-28</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>Children explore and share how people participate in their 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>Children explore and share stories and experiences of personal meaning.</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>Children share stories of land and</li> </ul>		<p><b>Levelled Reader; TR pp. 26-28</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>Children recognize people, places, and routines within the community that contribute to personal well-being.</li> </ul>	

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	<p>place.</p> <ul style="list-style-type: none"> <li>Children describe how needs may be unique.</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>Children describe ways in which individuals are unique.</li> </ul>			
<b>I Can See Mother Earth</b>	<p><b>Levelled Reader; TR pp. 29-31</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>Children explore and share how people participate in their 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>Children explore and share stories and experiences of personal meaning.</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>	<p><b>Levelled Reader; TR pp. 29-31</b></p> <p><b>Essential Understanding</b> Investigating change and the diversity of Earth's systems helps us to develop understandings of the conditions necessary to sustain life.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>Children investigate living and non-living things in the local environment.</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>Children explore nature and describe personal connections to it.</li> </ul>		<p><b>Levelled Reader; TR pp. 29-31</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 multiple ways.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>Children explore and create art for personal expression.</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>Children explore connections between self and surroundings through art experiences.</li> </ul>



	<ul style="list-style-type: none"> <li>Children share stories of land and place.</li> </ul>			
What Is a Family?	<p><b>Levelled Reader; TR pp. 32-34</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>Children explore and share how people participate in their 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>Children explore and share stories and experiences of personal meaning.</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>Children share stories of land and place.</li> <li>Children describe how needs may be unique.</li> </ul> <p><b>Essential Understanding</b> Developing and affirming identity contributes to well-being and understandings of self and one another.</p>	<p><b>Levelled Reader; TR pp. 32-34</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>Children explore nature and describe personal connections to it.</li> </ul>	<p><b>Levelled Reader; TR pp. 32-34</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>Children recognize people, places, and routines within the community that contribute to personal well-being.</li> </ul>	<p><b>Levelled Reader; TR pp. 32-34</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 multiple ways.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>Children explore and create art for personal expression.</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>Children explore connections between self and surroundings through art experiences.</li> </ul>

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	<p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>Children describe ways in which individuals are unique.</li> </ul>			
<b>Community Helpers</b>	<p><b>Levelled Reader; TR pp. 35–37</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>Children explore and share how people participate in their 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>Children explore and share stories and experiences of personal meaning.</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>Children share stories of land and place.</li> <li>Children describe how needs may be unique.</li> </ul> <p><b><i>Essential Understanding</i></b> Developing and affirming identity contributes to well-being and</p>		<p><b>Levelled Reader; TR pp. 35–37</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>Children recognize people, places, and routines within the community that contribute to personal well-being.</li> </ul>	

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	<p>understandings of self and one another.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>Children describe ways in which individuals are unique.</li> </ul>			
<b>Thank You</b>	<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>Children explore and share how people participate in their diverse communities.</li> <li>Children explore and illustrate the importance of fairness in interactions with one another.</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>Children explore and share stories and experiences of personal meaning.</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>Children share stories of land and place.</li> <li>Children describe how needs may be unique.</li> </ul>	<p><b>Levelled Reader; TR pp. 38–40</b></p> <p><b><i>Essential Understanding</i></b> Investigating change and the diversity of Earth’s systems helps us to develop understandings of the conditions necessary to sustain life.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>Children investigate living and non-living things in the local environment.</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>Children explore nature and describe personal connections to it.</li> </ul>	<p><b>Levelled Reader; TR pp. 38–40</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>Children recognize people, places, and routines within the community that contribute to personal well-being.</li> </ul>	<p><b>Levelled Reader; TR pp.38–40</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>Children explore and create art for personal expression.</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>Children explore connections between self and surroundings through art experiences.</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>Children describe ways in which individuals are unique.</li> </ul>			
<b>Component</b>	<b>Social Studies</b>	<b>Science</b>	<b>Wellness</b>	<b>Arts</b>
<b>I Make Promises</b>	<p><b>Levelled Reader; TR pp. 41-43</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>Children explore and share how people participate in their diverse communities.</li> <li>Children explore and illustrate the importance of fairness in interactions with one another.</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>Children explore and share stories and experiences of personal meaning.</li> </ul> <p><b>Essential Understanding</b> Exploring connections strengthens our understandings of relationships to help</p>		<p><b>Levelled Reader; TR pp. 41-43</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>Children recognize people, places, and routines within the community that contribute to personal well-being.</li> <li>Children explore friendship.</li> </ul>	

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	<p>us make meaning of the world.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>• Children share stories of land and place.</li> <li>• Children describe how needs may be unique.</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>• Children describe ways in which individuals are unique</li> </ul>			
<b>Online Teaching Centre</b>				
<p><b>Video: Living Under One Sun</b></p>	<p><b>Levelled Reader; TR pp. 16–18</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>• Children explore and share how people participate in their diverse communities.</li> <li>• Children explore and illustrate the importance of fairness in interactions with one another.</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>• Children explore and share stories and experiences of personal</li> </ul>	<p><b>Levelled Reader; TR pp. 16–18</b></p> <p><b>Essential Understanding</b> Investigating change and the diversity of Earth's systems helps us to develop understandings of the conditions necessary to sustain life.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>• Children investigate living and non-living things in the local environment.</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>• Children explore nature and describe personal connections to it.</li> </ul>	<p><b>Levelled Reader; TR pp. 22–25</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>• Children recognize people, places, and routines within the community that contribute to personal well-being.</li> </ul>	

	<p>meaning.</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>• Children share stories of land and place.</li> <li>• Children describe how needs may be unique.</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>• Children describe ways in which individuals are unique</li> </ul>			
<p><b>Shared Reading: Thanking Mother Earth</b></p>	<p><b>Levelled Reader; TR pp. 41–43</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>• Children explore and share how people participate in their diverse communities.</li> </ul> <p><b>Essential Understanding</b> Analyzing diverse <i>worldviews</i> and experiences fosters our ability and willingness to live well together.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>• Children explore and share stories</li> </ul>	<p><b>Levelled Reader; TR pp. 22–25</b></p> <p><b>Essential Understanding</b> Investigating change and the diversity of Earth’s systems helps us to develop understandings of the conditions necessary to sustain life.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>• Children investigate living and non-living things in the local environment.</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>	<p><b>Levelled Reader; TR pp. 22–25</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>• Children recognize people, places, and routines within the community that contribute to personal well-being.</li> </ul>	

	<p>and experiences of personal meaning.</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>Children share stories of land and place.</li> </ul>	<ul style="list-style-type: none"> <li>Children explore nature and describe personal connections to it.</li> </ul>		
	<b>Social Studies</b>	<b>Science</b>	<b>Wellness</b>	<b>Arts</b>
<b>Teacher's Resource</b>				
<p><b>Read Aloud: Gifts from Mother Earth</b></p>	<p><b>Levelled Reader; TR pp. 19-21</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>Children explore and share how people participate in their diverse communities.</li> <li>Children explore and illustrate the importance of fairness in interactions with one another.</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>Children explore and share stories and experiences of personal meaning.</li> </ul>	<p><b>Levelled Reader; TR pp. 19-21</b></p> <p><b>Essential Understanding</b> Investigating change and the diversity of Earth's systems helps us to develop understandings of the conditions necessary to sustain life.</p> <p><i>Outcomes</i></p> <ul style="list-style-type: none"> <li>Children investigate living and non-living things in the local environment.</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>Children explore nature and describe personal connections to it.</li> </ul>	<p><b>Levelled Reader; TR pp. 19-21</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>Children recognize people, places, and routines within the community that contribute to personal well-being.</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>• Children share stories of land and place.</li> <li>• Children describe how needs may be unique.</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>• Children describe ways in which individuals are unique</li> </ul>			
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