
























 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b> ELOs are bold	<b>Season</b>	<b>Nehiyaw Ways of Knowing</b>
<b>GENERAL OUTCOME 1</b>			
<b>Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</b>			
<b>1.1 Discover and Explore</b>			
Express ideas and develop understanding	Compare new ideas, information and experiences to prior knowledge and experiences  <b>Ask questions, paraphrase and discuss to explore ideas and understand new concepts</b>  <b>Share personal responses to explore and develop understanding of oral, print and other media texts</b>		<ul style="list-style-type: none"> <li><b>Ask questions, paraphrase and discuss to explore ideas and understand new concepts</b></li> <li><b>Journal entries, creative writing, storytelling</b></li> </ul>
Experiment with language and forms	<b>Discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts</b>		<ul style="list-style-type: none"> <li><b>Hunting, berry picking, jam making</b></li> </ul>
Express preferences	Select preferred forms from a variety of oral, print and other media texts		
Set goals	<b>Identify areas of personal accomplishment and areas for enhancement in language learning and use</b>		<ul style="list-style-type: none"> <li><b>Demolition derby, horseback riding, rabbit snaring &amp; making</b></li> </ul>
<b>1.2 Clarify and Extend</b>			
Consider others' ideas	Identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts		
Combine ideas	<b>Use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences</b>		<ul style="list-style-type: none"> <li><b>Journal entries, book reports, letter writing, picture prompt writing(fall/wildlife/hunting/seasonal colors)</b></li> </ul>
Extend understanding	Explore ways to find additional ideas and information to extend understanding		
<b>GENERAL OUTCOME 2</b>			
<b>Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</b>			
<b>2.1 Use Strategies and Cues</b>			
Use prior knowledge	Use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information		




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Use prior knowledge	<b>Explain how the organizational structure of oral, print and other media texts can assist in constructing and confirming meaning</b>		<ul style="list-style-type: none"> <li>• <b>Scrapbooking activities, chapter books, sentence construction, parts of speech, phonics, grammar</b></li> </ul>
Use comprehension strategies	Preview sections of print texts to identify the general nature of the information and to set appropriate purpose and reading rate Comprehend new ideas and information by responding personally and discussing ideas with others Extend sight vocabulary to include words frequently used in other subject areas		
	<b>Monitor understanding by confirming or revising inferences and predictions based on information in text</b>		<ul style="list-style-type: none"> <li>• <b>Reading recipes and instructions for cooking ducks/rabbits, sacred Nehiyawin stories in winter, reading instructions for canoe making and building tipis, reading cultural songs</b></li> </ul>
Use textual cues	<b>Use text features, such as headings, subheadings and margin organizers, to enhance understanding of ideas and information</b> Distinguish differences in the structural elements of texts, such as letters and storybooks, to access and comprehend ideas and information		<ul style="list-style-type: none"> <li>• <b>Chapter books, Nehiyawin story/stories</b></li> </ul>
Use phonics and structural analysis	Identify and know the meaning of some frequently used prefixes and suffixes Apply knowledge of root words, compound words, syllabication, contractions and complex word families to read unfamiliar words in context Integrate knowledge of phonics and sight vocabulary with knowledge of language and context clues to read unfamiliar words in context		
Use references	Use alphabetical order by first and second letter to locate information in reference materials Use junior dictionaries, spell-check functions and electronic dictionaries to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts		






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<b>2.2 Respond to Texts</b>			
Experience various texts	<b>Experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs</b>		<ul style="list-style-type: none"> <li><b>French/Inuit/Métis &amp; other first nations</b></li> </ul>
	Identify and discuss favourite authors, topics and kinds of oral, print and other media texts		
	Discuss a variety of oral, print or other media texts by the same author, illustrator, storyteller or filmmaker		
	<b>Retell events of stories in another form or medium</b>		<ul style="list-style-type: none"> <li><b>Puppet shows/drama/acting/google slides/flip grids</b></li> </ul>
	Make general evaluative statements about oral, print and other media texts		
Construct meaning from texts	<b>Connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences</b>		<ul style="list-style-type: none"> <li><b>Journal writing/art/story recount from personal viewpoint</b></li> </ul>
	Identify the main events in oral, print and other media texts; explain their causes, and describe how they influence subsequent events		
	Compare similar oral, print and other media texts and express preferences, using evidence from personal experiences and the texts		
	Develop own opinions based on ideas encountered in oral, print and other media texts		
Appreciate the artistry of texts	Explain how onomatopoeia and alliteration are used to create mental images		
	<b>Explain how language and visuals work together to communicate meaning and enhance effect</b>		<ul style="list-style-type: none"> <li><b>Art/think-pair-share/inside/outside circles</b></li> </ul>
<b>2.3 Understand Forms, Elements and Techniques</b>			
Understand forms and genres	Describe and compare the main characteristics of a variety of oral, print and other media texts		
	<b>Identify various ways that information can be recorded and presented visually</b>		<ul style="list-style-type: none"> <li><b>Videos, voice recordings, podcast, vlogs, google slides</b></li> </ul>

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Understand techniques and elements	Identify and explain connections among events, setting and main characters in oral, print and other media texts Identify the speaker or narrator of oral, print or other media texts Identify how specific techniques are used to affect viewer perceptions in media texts		
Experiment with language	Recognize how words and word combinations, such as word play, repetition and rhyme, influence or convey meaning		
<b>2.4 Create Original Text</b>			
Generate ideas	<b>Use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts</b>		<ul style="list-style-type: none"> <li>• <b>Brainstorming, mind maps, graphic organizers, story boards, research outline, imitating stories</b></li> </ul>
Elaborate on the expression of ideas	Select and use visuals that enhance meaning of oral, print and other media texts		
Structure texts	Produce oral, print and other media texts that follow a logical sequence, and demonstrate clear relationships between character and plot		
	Produce narratives that describe experiences and reflect personal responses		
<b>GENERAL OUTCOME 3</b> <b>Students will listen, speak, read, write, view and represent to manage ideas and information.</b>			
<b>3.1 Plan and Focus</b>			
Focus attention	Use organizational patterns of expository texts to understand ideas and information		
	Focus topics appropriately for particular audiences		
Determine information needs	Ask relevant questions, and respond to questions related to a particular topic		
Plan to gather information	<b>Develop and follow a class plan for accessing and gathering ideas and information</b>		<ul style="list-style-type: none"> <li>• <b>Scavenger hunts/research projects/scrapbooking</b></li> </ul>

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<b>3.2 Select and Process</b>			
Use a variety of sources	<b>Locate information to answer research questions, using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries, video programs, elders in the community and field trips</b>		<ul style="list-style-type: none"> <li>• <b>Culture camp - duck hunting/ rabbit snaring/traditional/cultural songs</b></li> </ul>
Access information	Use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information Identify information sources that inform, persuade or entertain, and use such sources appropriately		
Evaluate sources	Recall important points, and make and revise predictions regarding upcoming information		
<b>3.3 Organize, Record and Evaluate</b>			
Organize information	Organize ideas and information, using appropriate categories, chronological order, cause and effect, or posing and answering questions Record ideas and information that are on topic Organize oral, print and other media texts into sections that relate to and develop the topic		
Record information	<b>Make notes of key words, phrases and images by subtopics; cite titles and authors of sources alphabetically</b>		<ul style="list-style-type: none"> <li>• <b>List presenters alphabetically, list authors alphabetically, journal cultural camp experiences by sub topics</b></li> </ul>
	Paraphrase information from oral, print and other media sources		
Evaluate information	Examine gathered information to identify if more information is required; review new understanding		
<b>3.4 Share and Review</b>			
Share ideas and information	Communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters		
	<b>Select visuals, print and/or other media to add interest and to engage the audience</b>		<ul style="list-style-type: none"> <li>• <b>Share photos/artifacts/crafts from culture camp/recording of a song, talk with elders, video conversations/activities</b></li> </ul>

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Review research process	Identify strengths and areas for improvement in research process		
<b>GENERAL OUTCOME 4</b> <b>Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</b>			
<b>4.1 Enhance and Improve</b>			
Appraise own and others' work	<b>Identify the general impression and main idea communicated by own and peers' oral, print and other media texts</b> Use pre-established criteria to provide support and feedback to peers on their oral, print and other media texts		<ul style="list-style-type: none"> <li>• <b>Conduct surveys/peer feedback/ community feedback</b></li> </ul>
Revise and edit	Revise to ensure an understandable progression of ideas and information Identify and reduce fragments and run-on sentences <b>Edit for subject-verb agreement</b>		<ul style="list-style-type: none"> <li>• <b>Editing paragraphs/handouts/ stories of Nehiyawah ways and being (7 teachings)</b></li> </ul>
Enhance legibility	Write legibly, using a style that demonstrates awareness of alignment, shape and slant Use special features of software when composing, formatting and revising texts		
Expand knowledge of language	Use an increasing variety of words to express and extend understanding of concepts related to personal interests and topics of study <b>Recognize English words and expressions that come from other cultures or languages</b>		<ul style="list-style-type: none"> <li>• <b>Stories about other Nehiyawah groups such as Inuit/Métis</b></li> <li>• <b>Dialogue about the sequence of events for Ice fishing/snow shoe making/fire making/tea making activities</b></li> </ul>
Enhance artistry	<b>Experiment with combining detail, voice-over, music and dialogue with sequence of events</b>		
<b>4.2 Attend to Conventions</b>			
Attend to grammar and usage	<b>Identify simple and compound sentence structures, and use in own writing</b>		<ul style="list-style-type: none"> <li>• <b>History of Alberta/traditional stories (Wisakicak stories)</b></li> </ul>

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Attend to grammar and usage	Identify correct noun–pronoun agreement, and use in own writing		
	Identify past, present and future action		
Attend to spelling	<b>Use phonic knowledge and skills and visual memory, systematically, to spell multisyllable words in own writing</b>		<ul style="list-style-type: none"> <li><b>Written Nehiyawin language (tipi/greetings/basic social commands)</b></li> </ul>
	Identify and apply common spelling generalizations in own writing		
	Apply strategies for identifying and learning to spell problem words in own writing		
Attend to capitalization and punctuation	Use capitalization to designate organizations and to indicate the beginning of quotations in own writing		
	Use commas after introductory words in sentences and when citing addresses in own writing		
<b>4.3 Present and Share</b>			
Present information	Present to peers ideas and information on a topic of interest, in a well-organized form		
Enhance presentation	Add interest to presentations through the use of props, such as pictures, overheads and artifacts		
Use effective oral and visual communication	Adjust volume, tone of voice and gestures appropriately, to suit a variety of social and classroom activities		
Demonstrate attentive listening and viewing	<b>Connect own ideas, opinions and experiences to those communicated in oral and visual presentations</b>		<ul style="list-style-type: none"> <li><b>Storytellers, relating personal experiences from culture camp</b></li> </ul>
	Give constructive feedback, ask relevant questions, and express related opinions in response to oral and visual presentations		

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<b>GENERAL OUTCOME 5</b> <b>Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.</b>			
<b>5.1 Respect Others and Strengthen Community</b>			
Appreciate diversity	<b>Describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts</b>		<ul style="list-style-type: none"> <li><b>History of Alberta/Fur trade/dog sledding/ice fishing/net fishing (researching for similarities/differences)</b></li> </ul>
	Appreciate that responses to some oral, print or other media texts may be different		
Relate texts to culture	Identify and discuss main characters, plots, settings and illustrations in oral, print and other media texts from diverse cultures and communities		
Celebrate accomplishments and events	<b>Use appropriate language to acknowledge special events and to honour accomplishments in and beyond the classroom</b>		<ul style="list-style-type: none"> <li><b>Nehiyawin language/Treaties/cultural events and stories</b></li> </ul>
Use language to show respect	Identify and discuss differences in language use in a variety of school and community contexts		
<b>5.2 Work Within a Group</b>			
Cooperate with others	<b>Take responsibility for collaborating with others to achieve group goals</b>		<ul style="list-style-type: none"> <li><b>Bear safety, Traditional games, tipi making, environmental stewardship</b></li> </ul>
	<b>Ask for and provide information and assistance, as appropriate, for completing individual and group tasks</b>		<ul style="list-style-type: none"> <li><b>Bear safety, Traditional games, tipi making, environmental stewardship</b></li> </ul>
Work in groups	Share personal knowledge of a topic to develop purposes for research or investigations and possible categories of questions		
	<b>Use brainstorming, summarizing and reporting to organize and carry out group projects</b>		<ul style="list-style-type: none"> <li><b>Tipi making/snow shoe making/miniature canoes, lifts/rescue techniques/shelter making/identification and harvesting of traditional medicines/herbs</b></li> </ul>
Evaluate group process	Assess group process, using established criteria, and determine areas for improvement		