
 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b> <small>ELOs are bold [NICE TO KNOW are italics]</small> <small>W - Writing CaP - Concepts about Print PA - Phonological Awareness</small> <small>P - Phonics and Word Recognition F - Fluency V - Vocabulary C - Comprehension</small>	<b>Season</b>	<b>Nehiyaw Ways of Knowing</b>
---	---	---------------	--------------------------------

**INTEGRATED WITH ENGLISH LANGUAGE ARTS**

 **Grade One: SCIENCE: Colour, Animal and Plants, Me and My World, SOCIAL: Moving Forward with the Past - My Family, My History, My Community, My World: Home, School and Community , LBL (1,2,3): - The Calling Season**



 **Grade One: SCIENCE: Building Things SOCIAL: My World: Home, School and Community LBL (1,2,3): - Story Telling, Winter Transportation, Animal Tracking, Ice Fishing, Archery, Trapping, Basic Winter Survival Skills**

 **Grade One: SCIENCE: Seasonal Changes, Senses, SOCIAL: Moving Forward with the Past - My Family, My History, My Community, LBL (1,2,3): Canoeing, Duck Hunting, Traditional Foods, Plants, Trees, Herbs, Making Fish**


**GENERAL OUTCOME 1**





**Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.**




**1.1 Discover and Explore**






Express ideas and develop understanding	<b>Share personal experiences that are clearly related to oral, print and other media texts</b>		<ul style="list-style-type: none"> <li><b>Sharing Circles</b></li> </ul>
	Talk with others about something recently learned		
	<b>Make observations about activities, experiences with oral, print and other media texts</b>		<ul style="list-style-type: none"> <li><b>*Peerless Elders Wheel (observation)*</b></li> </ul>
Experiment with language and forms	Experiment with different ways of exploring and developing stories, ideas and experiences		<ul style="list-style-type: none"> <li>Courage, Turn Taking, Observation, FNMI Resources</li> </ul>
Express preferences	Express preferences for a variety of oral, print and other media texts		<ul style="list-style-type: none"> <li>FNMI Resources</li> </ul>
Set goals	<i>Choose to read and write for and with others</i>		<ul style="list-style-type: none"> <li><b>Sharing Circle, Developing Confidence, Perseverance, Respect, Assertive, Humility</b></li> </ul>


**1.2 Clarify and Extend**





Consider others' ideas	<b>Listen and respond appropriately to experiences and feelings shared by others</b>		<ul style="list-style-type: none"> <li><b>Sharing Circles, *Peerless Elders Wheel (listening skills, respect)*</b></li> </ul>
------------------------	--	---	---





 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b> ELOs are bold [NICE TO KNOW are italics] W - Writing CaP - Concepts about Print PA - Phonological Awareness P - Phonics and Word Recognition F - Fluency V - Vocabulary C - Comprehension	Season	Nehiyaw Ways of Knowing
Combine ideas	Group ideas and information into categories determined by an adult (C)		<ul style="list-style-type: none"> <li>Teaching digital citizenship</li> </ul>
Extend understanding	<b>Ask questions to get additional ideas and information on topics of interest (C)</b>		<ul style="list-style-type: none"> <li><b>Turn Taking, Assertiveness, Respect, patience</b></li> </ul>
<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	<i>Use knowledge of how oral language is used in a variety of contexts to construct and confirm meaning (PA)</i>		<ul style="list-style-type: none"> <li><b>Working with others</b></li> </ul>
	<i>Use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media texts (C)</i>		<ul style="list-style-type: none"> <li><b>Integrity, accountability, observation, sharing through stories</b></li> </ul>
	<b>Use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning (PA,P)</b>		<ul style="list-style-type: none"> <li><b>Context Clues, Observation</b></li> </ul>
	Use knowledge of print, pictures, book covers and title pages to construct and confirm meaning (C)		
Use comprehension strategies	<i>Use language prediction skills to identify unknown words within the context of a sentence (P)</i>		<ul style="list-style-type: none"> <li><b>Observation *Cree sentence structure is different*</b></li> </ul>
	<i>Use a variety of strategies, such as making predictions, rereading and reading on (C) talk about print or other media texts previously read or viewed (C)</i>		<ul style="list-style-type: none"> <li><b>Relationships</b></li> </ul>
	<b>Identify the main idea or topic of simple narrative and expository texts (C)</b>		<ul style="list-style-type: none"> <li><b>Higher level thinking skills, Summarizing, Observation</b></li> </ul>
	Identify by sight some familiar words from favourite print texts (V)		<ul style="list-style-type: none"> <li>Fluency, Transition to Silent Reading, Observation, Confidence</li> </ul>
	Identify high frequency words by sight (V)		<ul style="list-style-type: none"> <li>Observation, Confidence</li> </ul>
	<b>Read aloud with some fluency and accuracy, after rehearsal (F)</b>		<ul style="list-style-type: none"> <li><b>Observation, Confidence, Sharing Circles, Respect</b></li> </ul>
	<i>Self-correct when reading does not make sense, using cues such as pictures, context, phonics, grammatical awareness and background knowledge (P, C)</i>		<ul style="list-style-type: none"> <li><b>Observation, Relationship, FNMI Resources</b></li> </ul>






 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b> ELOs are bold [NICE TO KNOW are italics] <i>W - Writing CaP - Concepts about Print PA - Phonological Awareness</i> <i>P - Phonics and Word Recognition F - Fluency V - Vocabulary C - Comprehension</i>	Season	Nehiyaw Ways of Knowing
Use textual cues	Preview book cover, pictures and location of text to assist with constructing and confirming meaning (PA)(C)		<ul style="list-style-type: none"> <li>Observation, Relationship, FNMI Resources</li> </ul>
	Use word boundaries, capital letters, periods, question marks and exclamation marks to assist with constructing and confirming meaning during oral and silent reading (F, C)		<ul style="list-style-type: none"> <li>Observation, Relationship, FNMI Resources, Higher Level Thinking</li> </ul>
Use phonics and structural analysis	Segment and blend sounds in words spoken or heard (PA,P)		<ul style="list-style-type: none"> <li>Confidence, Courage. *think of Cree language and utilizing in the classroom</li> </ul>
	Use phonic knowledge and skills to read unfamiliar words in context (P)		<ul style="list-style-type: none"> <li>Observation, Listening Skills</li> </ul>
	Use analogy to generate and read phonically regular word families (P)		<ul style="list-style-type: none"> <li>Observation, Accountability</li> </ul>
	<b>Associate sounds with letters and some letter clusters (P)</b>		<ul style="list-style-type: none"> <li><b>Observation, Listening Skills, Confidence</b></li> </ul>
Use references	Use a displayed alphabet as an aid when writing (P)		<ul style="list-style-type: none"> <li>Observation, Confidence</li> </ul>
	<i>Use personal word books, print texts and environmental print to assist with writing</i>		<ul style="list-style-type: none"> <li><b>Relationship with books, using Cree Language, Word Walls</b></li> </ul>
	Name and match the upper and lower case forms of letters		
<b>2.2 Respond to Texts</b>			
Experience various texts	Participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons		<ul style="list-style-type: none"> <li>Storytelling, Elders, FNMI Resources</li> </ul>
	<b>Illustrate and enact stories, rhymes and songs (C)</b>		<ul style="list-style-type: none"> <li><b>Sharing Circles (fine arts), Listening skills, Love</b></li> </ul>
	<b>Remember and retell familiar stories and rhymes (C)</b>		<ul style="list-style-type: none"> <li><b>Sharing Circles (fine arts), Listening skills, Love</b></li> </ul>

 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b> ELOs are bold [NICE TO KNOW are italics] W - Writing CaP - Concepts about Print PA - Phonological Awareness P - Phonics and Word Recognition F - Fluency V - Vocabulary C - Comprehension	<b>Season</b>	<b>Nehiyaw Ways of Knowing</b>
Construct meaning from texts	<b>Relate aspects of stories and characters to personal feelings and experiences (C)</b>		<ul style="list-style-type: none"> <li>• <b>Sharing Circles (fine arts), Listening skills, Love, Wisdom</b></li> </ul>
	Retell interesting or important aspects of oral, print and other media texts (C)		<ul style="list-style-type: none"> <li>• Sharing Circles (fine arts), Listening skills, Love, Wisdom</li> </ul>
	<b>Tell or represent the beginning, middle and end of stories (C)</b>		<ul style="list-style-type: none"> <li>• <b>Sharing Circles (fine arts), Listening skills, Love, Wisdom</b></li> </ul>
	<b>Tell, represent or write about experiences similar or related to those in oral, print and other media texts (C)</b>		
	Tell what was liked or disliked about oral, print and other media texts (C)		<ul style="list-style-type: none"> <li>• Sharing Circles (fine arts), Listening skills, Love, Wisdom</li> </ul>
Appreciate the artistry of texts	Identify how words can imitate sounds and create special effects (V)		<ul style="list-style-type: none"> <li>• Sharing Circles, Truth, Wisdom, Respect (Fine Arts)</li> </ul>
	Experiment with repetition, rhyme and rhythm to create effects in own oral, print and other media texts (V)		
<b>2.3 Understand Forms, Elements and Techniques</b>			
Understand forms and genres	Distinguish differences in the ways various oral, print and other media texts are organized		<ul style="list-style-type: none"> <li>• Sharing Circles, wisdom</li> </ul>
	Identify various forms of media texts		<ul style="list-style-type: none"> <li>• Syllabics and petroglyphs - land as text - winter counts, respect, wisdom (fine arts)</li> </ul>
Understand techniques and elements	<b>Know that stories have beginnings, middles and endings (C)</b>		<ul style="list-style-type: none"> <li>• <b>Truth, wisdom</b></li> </ul>
	Tell what characters do or what happens to them in a variety of oral, print and other media texts (C)		<ul style="list-style-type: none"> <li>• Truth, wisdom, Story Circles, Observation</li> </ul>
Experiment with language	Demonstrate interest in repetition, rhyme and rhythm in shared language experiences, such as action songs and word play		<ul style="list-style-type: none"> <li>• Humour, Sharing Circles, Fine Arts, Creativity</li> </ul>


 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b> ELOs are bold [NICE TO KNOW are italics] W - Writing CaP - Concepts about Print PA - Phonological Awareness P - Phonics and Word Recognition F - Fluency V - Vocabulary C - Comprehension	Season	Nehiyaw Ways of Knowing
<b>2.4 Create Original Text</b>			
Generate ideas	Generate and contribute ideas for individual or group oral, print and other media texts		<ul style="list-style-type: none"> <li>Humour, Sharing Circles, Fine Arts, Creativity</li> </ul>
Elaborate on the expression of ideas	Change, extend or complete rhymes, rhythms and sounds in pattern stories, poems, nursery rhymes and other oral, print and other media texts (W, PA)		<ul style="list-style-type: none"> <li>Accountability, Creativity</li> </ul>
Structure texts	Recall and retell or represent favourite stories (C)		
<b>GENERAL OUTCOME 3</b> Students will listen, speak, read, write, view and represent to manage ideas and information.			
<b>3.1 Plan and Focus</b>			
Focus attention	Explore and share own ideas on topics of discussion and study		<ul style="list-style-type: none"> <li>Respect, Relationships, Wisdom, Confidence</li> </ul>
	Connect information from oral, print and other media texts to topics of study (C)		<ul style="list-style-type: none"> <li>Respect, Relationships, Wisdom, Confidence, Truth</li> </ul>
Determine information needs	Ask and answer questions to satisfy information needs on a specific topic (C)		<ul style="list-style-type: none"> <li>Respect, Relationships, Wisdom, Confidence</li> </ul>
Plan to gather information	Follow spoken directions for gathering ideas and information		<ul style="list-style-type: none"> <li>Respect, Relationships, Wisdom, Confidence, Truth</li> </ul>
<b>3.2 Select and Process</b>			
Use a variety of sources	Find information on a topic, using a variety of sources, such as picture books, concept books, people and field trips		<ul style="list-style-type: none"> <li>Elders, FNMI Resources</li> </ul>
Access information	Use text features, such as illustrations, titles and opening shots in video programs, to access information (C)		<ul style="list-style-type: none"> <li>Observation, Creativity, Bravery, Patience</li> </ul>
	<i>Use questions to find specific information in oral, print and other media texts</i>		<ul style="list-style-type: none"> <li><b>Observation, Creativity, Bravery, Patience</b></li> </ul>
	Understand that library materials are organized systematically		<ul style="list-style-type: none"> <li>Observation, Listening Skills, Respect, Patience</li> </ul>

 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b> ELOs are bold [NICE TO KNOW are italics] W - Writing CaP - Concepts about Print PA - Phonological Awareness P - Phonics and Word Recognition F - Fluency V - Vocabulary C - Comprehension	Season	Nehiyaw Ways of Knowing
Evaluate sources	Match information to research needs		<ul style="list-style-type: none"> <li>Accountability, Truth</li> </ul>
<b>3.3 Organize, Record and Evaluate</b>			
Organize information	<b>Identify or categorize information according to sequence, or similarities and differences</b>  List related ideas and information on a topic, and make statements to accompany pictures		<ul style="list-style-type: none"> <li><b>Observation</b></li> <li>Elders' model stories, sustenance</li> </ul>
Record information	<b>Represent and explain key facts and ideas in own words</b>		<ul style="list-style-type: none"> <li><b>Using Nehiyawewin</b></li> </ul>
Evaluate information	Recognize and use gathered information to communicate new learning		<ul style="list-style-type: none"> <li>Observation</li> </ul>
<b>3.4 Share and Review</b>			
Share ideas and information	Share ideas and information from oral, print and other media texts with familiar audiences  <b>Answer questions directly related to texts</b>		<ul style="list-style-type: none"> <li>Sharing Circles, Turn Taking, Kindness</li> <li><b>Confidence, Turn Taking</b></li> </ul>
Review research process	<i>Talk about information gathering experiences by describing what was interesting, valuable or helpful</i>		
<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	<i>Ask or respond to questions or comments related to the content of own or others' pictures, stories or talk</i>		<ul style="list-style-type: none"> <li><b>Confidence, humility, accountability, self sufficiency/ community feedback</b></li> </ul>
Revise and edit	Rephrase by adding or deleting words, ideas or information to make better sense (W, C)  Check for obvious spelling errors and missing words (W) (P)		<ul style="list-style-type: none"> <li>Confidence, humility, accountability, self sufficiency</li> </ul>

 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b> ELOs are bold [NICE TO KNOW are italics] W - Writing CaP - Concepts about Print PA - Phonological Awareness P - Phonics and Word Recognition F - Fluency V - Vocabulary C - Comprehension	<b>Season</b>	<b>Nehiyaw Ways of Knowing</b>
Enhance legibility	<i>Print letters legibly from left to right, using lines on a page as a guide (W)</i>		<ul style="list-style-type: none"> <li><b>Confidence, humility, accountability, self sufficiency</b></li> </ul> <i>Note: Using HWT all year long</i>
	<b>Use appropriate spacing between letters in words and between words in sentences (W)</b>		
	Explore and use the keyboard to produce text		
Expand knowledge of language	<b>Identify and use an increasing number of words and phrases related to personal interests and topics of study (W)</b>		<ul style="list-style-type: none"> <li><b>All these outcomes are important. Vocabulary building is essential - in Cree and English</b></li> <li>Observation, Accountability, creativity - Cree and English</li> </ul>
	Experiment with letters, sounds, words and word patterns to learn new words (W, PA, P)		
	Use words and pictures to add sensory detail in oral, print and other media texts(W)		
<b>4.2 Attend to Conventions</b>			
Attend to grammar and usage	Speak in complete statements, as appropriate (W)		<ul style="list-style-type: none"> <li>Observation, Accountability</li> </ul>
	<i>Write simple statements, demonstrating awareness of capital letters and periods (W)</i>		<ul style="list-style-type: none"> <li><b>Observation, Accountability</b></li> </ul>
Attend to spelling	<b>Use knowledge of consonant and short vowel sounds to spell phonically regular one syllable words in own writing (P)</b>		<ul style="list-style-type: none"> <li><b>Listening Skills, Observation (Cree and English)</b></li> </ul> <i>Note: Explicitly teach all year</i>
	<b>Spell phonically irregular high frequency words in own writing (P)</b>		<ul style="list-style-type: none"> <li><b>Spelling using phonics and conventional spelling *Refer to KTCEA APP Elders Speak*</b></li> </ul> <i>Note: Explicitly teach all year</i>
	<b>Use phonic knowledge and skills and visual memory to attempt spelling of words needed for writing (W,P)</b>		<ul style="list-style-type: none"> <li><b>*Refer to KTCEA APP Elders Speak*</b></li> </ul>
	<b>Know that words have conventionally accepted spellings (P)</b>		<i>Note: Explicitly teach all year</i>

 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b> ELOs are bold [NICE TO KNOW are italics] W - Writing CaP - Concepts about Print PA - Phonological Awareness P - Phonics and Word Recognition F - Fluency V - Vocabulary C - Comprehension	<b>Season</b>	<b>Nehiyaw Ways of Knowing</b>
Attend to capitalization and punctuation	Capitalize the first letter of names and the pronoun "I" in own writing		<ul style="list-style-type: none"> <li>Observation, Creativity , Accountability</li> </ul>
	<b>Identify periods, exclamation marks and question marks when reading, and use them to assist comprehension (W)</b>		<ul style="list-style-type: none"> <li><b>Observation, Creativity, Accountability</b></li> </ul>
<b>4.3 Present and Share</b>			
Present information	<b>Present ideas and information to a familiar audience, and respond to questions</b>		<ul style="list-style-type: none"> <li><b>Confidence, Sharing Circles</b></li> </ul>
Enhance presentation	<b>Add such details as labels, captions and pictures to oral, print and other media texts (W)</b>		<ul style="list-style-type: none"> <li><b>Observation, Creativity, Accountability</b></li> </ul>
Use effective oral and visual communication	Speak in a clear voice, with appropriate volume, to an audience		<ul style="list-style-type: none"> <li>Confidence, Sharing Circles, Accountability, Caring for Others</li> </ul>
Demonstrate attentive listening and viewing	Ask questions to clarify information		<ul style="list-style-type: none"> <li>Confidence, Sharing Circles, Responsibility, Self Sufficiency, Accountability, Observation</li> </ul>
	Be attentive and show interest during listening or viewing activities		<ul style="list-style-type: none"> <li>Observation, Confidence, Accountability</li> </ul>
<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	<i>Share personal experiences and family traditions related to oral, print and other media texts</i>		<ul style="list-style-type: none"> <li><b>Sharing Circles, Observation, Identity, Confidence</b></li> </ul>
Relate texts to culture	Talk about other times, places and people after exploring oral, print and other media texts from various communities		<ul style="list-style-type: none"> <li>FNMI Resources, Observation, Assertiveness</li> </ul>
Celebrate accomplishments and events	<b>Share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class accomplishments</b>		<ul style="list-style-type: none"> <li><b>Sharing Circles, Caring for others, respect, Celebrations</b></li> </ul>



 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b> ELOs are bold [NICE TO KNOW are italics] W - Writing CaP - Concepts about Print PA - Phonological Awareness P - Phonics and Word Recognition F - Fluency V - Vocabulary C - Comprehension	Season	Nehiyaw Ways of Knowing
Use language to show respect	Use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns		<ul style="list-style-type: none"> <li>Respect, Observation, Kindness, Conservation (in English and Cree)</li> </ul>
<b>5.2 Work Within a Group</b>			
Cooperate with others	Work in partnerships and groups		<ul style="list-style-type: none"> <li>Working with others, helping others, relationships</li> </ul>
	Help others and ask others for help		<ul style="list-style-type: none"> <li>Kindness, Caring for others</li> </ul>
Work in groups	Ask questions and contribute ideas related to class investigations on topics of interest		
	Take turns sharing ideas and information		
Evaluate group process	Recognize personal contributions to group process		<ul style="list-style-type: none"> <li>Respect, Working with others, Humility</li> </ul>