























 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes <small>ELOs are bold</small>	Season	Nehiyaw Ways of Knowing
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	Use appropriate prior knowledge and experiences to make sense of new ideas and information		
	Read, write, represent and talk to explore personal understandings of new ideas and information		<ul style="list-style-type: none"> • Nature walks, fall/winter/spring activities, fishing, canoeing, arrow making
	Use own experiences as a basis for exploring and expressing opinions and understanding		<ul style="list-style-type: none"> • Journal entries, creative writing, storytelling
Experiment with language and forms	Select from provided forms of oral, print and other media texts those that best organize ideas and information and develop understanding of topics		
Express preferences	Select and explain preferences for particular forms of oral, print and other media texts		
Set goals	Reflect on areas of personal accomplishment, and set personal goals to improve language learning and use		<ul style="list-style-type: none"> • Demolition derby, horseback riding, rabbit snaring & making
1.2 Clarify and Extend			
Consider others' ideas	Seek the viewpoints of others to build on personal responses and understanding		<ul style="list-style-type: none"> • Walking and picking medicinal plants, explaining their use, Moose habitat/calling, tea/fire/shelter making
Combine ideas	Use talk, notes, personal writing and representing to explore relationships among own ideas and experiences, those of others and those encountered in oral, print and other media texts		
Extend understanding	Search for further ideas and information from others and from oral, print and other media texts to extend understanding		







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GENERAL OUTCOME 2 Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.			
2.1 Use Strategies and Cues			
Use prior knowledge	Describe ways that personal experiences and prior knowledge contribute to understanding new ideas and information		<ul style="list-style-type: none"> Journal writing/self reflections, scrap booking, photo stories
	Use knowledge of organizational structures, such as tables of contents, indices, topic sentences and headings, to locate information and to construct and confirm meaning		
Use comprehension strategies	Preview sections of print texts, and apply reading rate and strategies appropriate for the purpose, content and format of the texts		<ul style="list-style-type: none"> Comprehension stories/ reading assessment activities/ traditional stories/ reading online/ reading comic strips/ fishing & hunting stories from YouTube
	Comprehend new ideas and information by responding personally, taking notes and discussing ideas with others		
	Use the meanings of familiar words to predict the meanings of unfamiliar words in context		
	Monitor understanding by comparing personal knowledge and experiences with information on the same topic from a variety of sources		
Use textual cues	Use text features, such as maps, diagrams, special fonts and graphics, that highlight important concepts to enhance understanding of ideas and information		<ul style="list-style-type: none"> Chapter books, Nehiyawin history/stories/maps of Alberta/ Nehiyawin syllabics/ KTCEA logos & graphics (competitions for logo drawings)
	Identify and use the structural elements of texts, such as letters, brochures, glossaries and encyclopedias, to access and comprehend ideas and information		
Use phonics and structural analysis	Identify and know by sight the meaning of high frequency prefixes and suffixes to read unfamiliar, multi syllable words in context		
	Integrate knowledge of phonics, sight vocabulary and structural analysis with knowledge of language and context clues to read unfamiliar words in context		<ul style="list-style-type: none"> Reading comprehension using traditional stories/ Wisakicak/ canoeing/ trapping






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Use references	Find words in digital dictionaries and glossaries to confirm the spellings or locate the meanings, by using knowledge of phonics and structural analysis, alphabetical order and guide words		
2.2 Respond to Texts			
Experience various texts	Experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers		
	Express points of view about oral, print and other media texts		
	Make connections between fictional texts and historical events		<ul style="list-style-type: none"> • Make connections between traditional Nehiyawin stories to stories from textbooks/online sources
	Describe and discuss new places, times, characters and events encountered in oral, print and other media texts		<ul style="list-style-type: none"> • Make connections between traditional Nehiyawin stories to stories and today
Construct meaning from texts	Compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community		<ul style="list-style-type: none"> • Make connections between traditional Nehiyawin stories (do not include spirituality look more to moral and ethics) to stories about today
	Describe characters' qualities based on what they say and do and how they are described in oral, print and other media texts		
	Describe and discuss the influence of setting on the characters and events		
	Support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts		
	Retell or represent stories from the points of view of different characters		<ul style="list-style-type: none"> • Make connections between traditional Nehiyawin stories to stories about today

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Appreciate the artistry of texts	Explain how simile and hyperbole are used to create mood and mental images Alter sentences and word choices to enhance meaning and to create mood and special effects		
2.3 Understand Forms, Elements and Techniques			
Understand forms and genres	Identify and discuss similarities and differences among a variety of forms of oral, print and other media texts Identify the main characteristics of familiar media and media texts		
Understand techniques and elements	Identify the main problem or conflict in oral, print and other media texts, and explain how it is resolved Identify and discuss the main character's point of view and motivation Identify examples of apt word choice and imagery that create particular effects Identify sections or elements in print or other media texts, such as shots in films or sections in magazines		<ul style="list-style-type: none"> • Book reports/7 teachings
Experiment with language	Experiment with words and sentence patterns to create word pictures; identify how imagery and figurative language, such as simile and exaggeration, convey meaning		
2.4 Create Original Text			
Generate ideas	Use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts		
Elaborate on the expression of ideas	Experiment with modeled forms of oral, print and other media texts to suit particular audiences and purposes		
Structure texts	Use structures encountered in texts to organize and present ideas in own oral, print and other media texts Use own experience as a starting point and source of information for fictional oral, print and other media texts		<ul style="list-style-type: none"> • Prior schema/ family ceremonies/ cultural events/landbase camps

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GENERAL OUTCOME 3 Students will listen, speak, read, write, view and represent to manage ideas and information.			
3.1 Plan and Focus			
Focus attention	Summarize important ideas in oral, print and other media texts and express opinions about them		<ul style="list-style-type: none"> • Storytellers, Elder's stories, traditional readings
	Combine personal knowledge of topics with understanding of audience needs to focus topics for investigation		
Determine information needs	Identify categories of information related to particular topics, and ask questions related to each category		
Plan to gather information	Develop and follow own plan for gathering and recording ideas and information		
3.2 Select and Process			
Use a variety of sources	Locate information to answer research questions, using a variety of sources, such as newspapers, encyclopedias, CDROMs, a series by the same writer, scripts, diaries, autobiographies, interviews and oral traditions		
Access information	Use a variety of tools, such as chapter headings, glossaries and encyclopedia guide words, to access information		
	Skim, scan and listen for key words and phrases		<ul style="list-style-type: none"> • Storytellers, Elder's stories, traditional readings
Evaluate sources	Determine the usefulness and relevance of information for research purpose and focus, using pre-established criteria		
3.3 Organize, Record and Evaluate			
Organize information	Use clear organizational structures, such as chronological order, and cause and effect, to link ideas and information and to assist audience understanding		
	Organize ideas and information to emphasize key points for the audience		
	Add, delete or combine ideas to communicate more effectively		
Record information	Record information in own words; cite titles and authors alphabetically, and provide publication dates of sources		

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Record information	Combine ideas and information from several sources		<ul style="list-style-type: none"> • Storytellers, Elder's stories, traditional readings
	Record ideas and information in relevant categories, according to a research plan		
Evaluate information	Connect gathered information to prior knowledge to reach new conclusions		<ul style="list-style-type: none"> • Personal schema, storytellers, Elder's stories, traditional readings
3.4 Share and Review			
Share ideas and information	Communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues		<ul style="list-style-type: none"> • Ideas from across subject areas (Social Studies, Science, Mathematics & Culture camp)
	Select visuals, print and/or other media to inform and engage the audience		
Review research process	Assess personal research skills, using pre-established criteria		
GENERAL OUTCOME 4 Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.			
4.1 Enhance and Improve			
Appraise own and others' work	Use developed criteria to provide feedback to others and to revise own work		
Revise and edit	Revise to add and organize details that support and clarify intended meaning Edit for appropriate use of statements, questions and exclamations		
Enhance legibility	Write legibly, using a style that is consistent in alignment, shape and slant		<ul style="list-style-type: none"> • Practice to write paragraphs/handouts/stories of Nehiyawah ways and being (7 teachings)
	Apply word processing skills, and use publishing programs to organize information		
Expand knowledge of language	Extend word choice through knowledge of synonyms, antonyms and homonyms and the use of a thesaurus		
	Distinguish different meanings for the same word, depending on the context in which it is used		<ul style="list-style-type: none"> • Stories about other Nehiyawah groups such as Inuit/Métis

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Enhance artistry	Experiment with words, phrases, sentences and multimedia effects to enhance meaning and emphasis		<ul style="list-style-type: none"> • Enhance meaning about Ice fishing/snow shoe making/fire making/tea making activities 	
4.2 Attend to Conventions				
Attend to grammar and usage	Use words and phrases to modify and clarify ideas in own writing			
	Use connecting words to link ideas in sentences and paragraphs			
	Identify irregular verbs, and use in own writing			
	Identify past, present and future verb tenses, and use in sentences		<ul style="list-style-type: none"> • Written Nehiyawin language (tipi/greetings/basic social commands) 	
Attend to spelling	Use phonic knowledge and skills, visual memory, the meaning and function of words in context, and spelling generalizations to spell with accuracy in own writing		<ul style="list-style-type: none"> • Flash cards/word walls/guided writing 	
	Study and use the correct spelling of commonly misspelled words in own writing			
	Know and consistently apply spelling conventions when editing and proofreading own writing			
Attend to capitalization and punctuation	Use capital letters, appropriately, in titles, headings and subheadings in own writing		<ul style="list-style-type: none"> • Story/ narrative/ descriptive/ story writing and connecting them to their personal/cultural or landbase experiences 	
	Use quotation marks and separate paragraphs to indicate passages of dialogue in own writing			
4.3 Present and Share				
Present information	Organize ideas and information in presentations to maintain a clear focus and engage the audience			
Enhance presentation	Use effective openings and closings that attract and sustain reader or audience interest			
Use effective oral and visual communication	Adjust volume, tone of voice and gestures to engage the audience; arrange presentation space to focus audience attention		<ul style="list-style-type: none"> • Read aloud exercises (winter/trapping/legends stories) 	
Demonstrate attentive listening and viewing	Identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter			

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Demonstrate attentive listening and viewing	Show respect for the presenter's opinions by listening politely and providing thoughtful feedback		<ul style="list-style-type: none"> Group work/peer editing/7 teachings
GENERAL OUTCOME 5 Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.			
5.1 Respect Others and Strengthen Community			
Appreciate diversity	Discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts Compare own and others' responses to ideas and experiences related to oral, print and other media texts		<ul style="list-style-type: none"> History of Canada/Fur trade/dog sledding/ice fishing/net fishing (any other cultural traditions/landbase activities)
Relate texts to culture	Identify and discuss how qualities, such as courage, ambition and loyalty, are portrayed in oral, print and other media texts from diverse cultures and communities		
Celebrate accomplishments and events	Select and use language appropriate in tone and form to recognize and honour people and events		
Use language to show respect	Determine and use language appropriate to the context of specific situations		
5.2 Work Within a Group			
Cooperate with others	Accept and take responsibility for fulfilling own role as a group member Discuss and decide whether to work individually or collaboratively to achieve specific goals		<ul style="list-style-type: none"> Citizenship, Bear safety, Traditional games, tipi making, environmental stewardship and project work Bear safety, Traditional games, miniature tipi making, environmental stewardship
Work in groups	Formulate questions to guide research or investigations, with attention to specific audiences and purposes Contribute ideas to help solve problems, and listen and respond constructively		
Evaluate group process	Show appreciation for the contributions of others, and offer constructive feedback to group members		<ul style="list-style-type: none"> Class presentations (Elders, individuals, group)