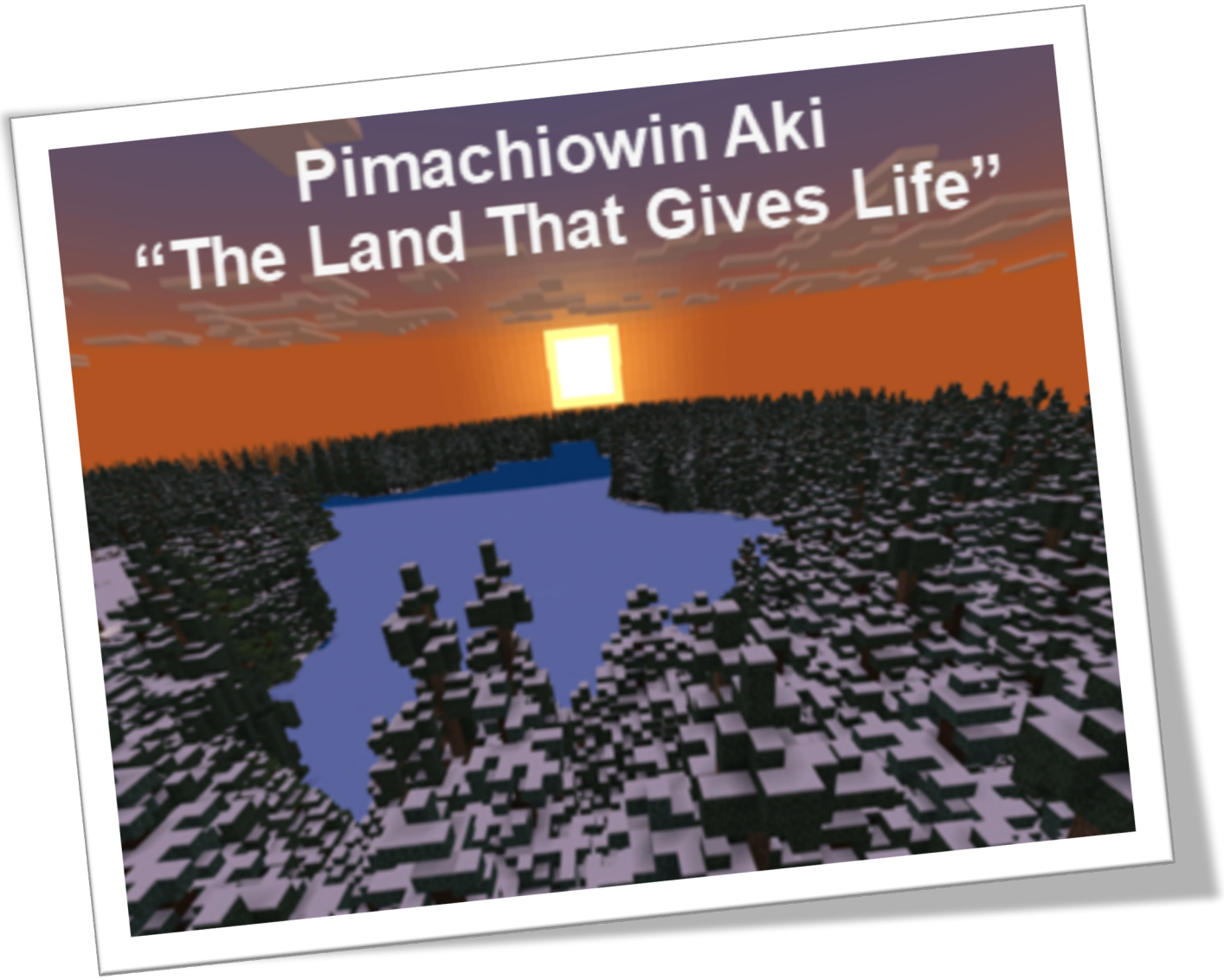


Pimachiowin Aki

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Educator Guide - Phase 1

Welcome to Pimachiowin Aki, “The Land That Gives Life” and the Bloodvein River (*Miskwewesipi*) campsite. Participants are guests of the community throughout these learning opportunities. For these experiences, this campsite at spawn will serve as the central location and community. Participants will return to this community after each Phase 1 activity. All activities flow in a clockwise direction around the central campsite. The day will also progress from sunrise to sunset throughout the activities.

Activity 1a: Meeting the Community

Before we begin let’s take some time to meet the community members who will be sharing their knowledge and experience as Knowledge Keepers and Stewards of the Land. These community members will share both gifts and knowledge with participants.



Knowledge Keepers and Stewards of the Land:

Gabriel Green	Leslie Orvis	Frank Young	Emily Skye	William "Banjo" Young	Kenny Benson
					

*There are also 2 additional unnamed community members who will offer support.

Participants are gifted the following items:
Camera, Book and Quill Journal, and Portfolio

Introduction:

Pimachiowin (pronounced pim–MA–cho–win) means, “the good life.” This is the greatest ambition of Anishinaabeg. The good life includes hunting success, economic stability, good health into old age, and healthy, happy children.

Aki (pronounced ah-KEY) means, “land”. Aki is a holistic concept of land in which no distinction is made between “the spirit beings”, and “those who have life.” Only within the total field of relations in which people are situated can a person strive for Pimachiowin.

Pimachiowin Aki means, “the land that gives life”. Pimachiowin Aki is a manifestation of an enduring kinship between culture and nature, between the Anishinaabe cultural tradition of *Ji-ganawendamang Gidakiiminaan* (Keeping the Land) and *Mino Aki Ohtakeem* (Beautiful and Whole Land).

Encompassing an area of approximately 29,040 square kilometres (2.9 million hectares or 11,212 square miles), Pimachiowin Aki is the largest network of contiguous protected areas in the North American boreal shield and the ancestral lands of four Anishinaabeg First Nations. Today Pimachiowin Aki is home to more than 5000 Anishinaabeg.
In 2002, Anishinaabeg formed an unprecedented partnership in signing the *Protected Areas and First Nation Resource Stewardship: A Cooperative Relationship Accord* (the Accord). The Accord articulates a shared vision for protecting Anishinaabe ancestral lands through a partnership founded on principles of respect and collaboration. It recognizes formal land management processes led by Anishinaabeg and envisions an internationally recognized network of linked protected areas and a World Heritage site.

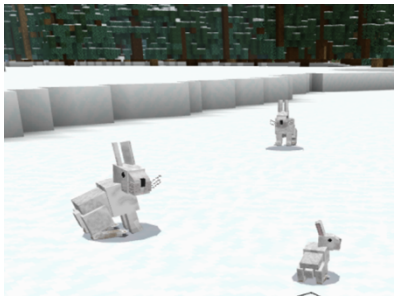
Educators:

You can assist participants by making sure they visit with each of the community members receiving the valuable gifts and information essential for the lesson. One NPC (Kenny) will have a link to Activity 1 once participants have met everyone. Also note that Emily has a “Contribute” button that participants can use to deposit successful harvests they wish to share with the community. Contribution is essential to activate the link to the next activity. Participants can be encouraged to take pictures using their camera during each experience including while meeting the community members. They can also keep a journal and fill it with understandings using the book and quill. The use of the camera, portfolio, and book and quill journal can serve to generate learning artifacts for assessment and sharing purpose.

It is important to point out that these NPC guides represent actual Bloodvein First Nation community members who have offered to share their wisdom and likeness for the purpose of this Minecraft Education experience.



Phase 1 Activity 1b – Land Travel, Tracking, and Trapping


When travelling by land during the winter season one form of travel has proven innovative and successful. Dog sledding allows for a lightly crafted sled to be pulled by a team of dogs over the surface of the snow. Each sled can carry the weight of people as well as their resources. Dog sleds not only increase the speed of travel but also reduce the effort it would normally require when travelling through deep snow.

In this activity Knowledge Keepers and Stewards of the Land will assist participants with the following:

Participants will learn about caring for their sled dogs including feeding the dogs and making a fire, as well as, how to craft a dog sled using traditional tools.
Participants will learn the importance of tracking and trapping smaller fur-bearing game as they create and check a trap line.

The key information shared in this activity includes:

- Crafting and preparing a dog sled and creating or locating a packed path for the sled.
- Caring for dog teams before, during, and after travel.

- The environment and the significance of dog sledding in Anishinaabeg culture.
- Trap Crafting: utilize wood (saplings) and branches.
- Trap Placement – near what the furbearers eat (Jack Pine)
- Identifying rabbit tracks and droppings
- Setting Trap Line: set approx. 5 (normally they would set 20-30 in real life)
- Ideal Traps – smell is important, avoid human smell – animals can sense.
- Collecting fur from the trapped animals along the trap line and understanding the significance of the resources these animals provide.
- Stewardship of the land.

Educators:

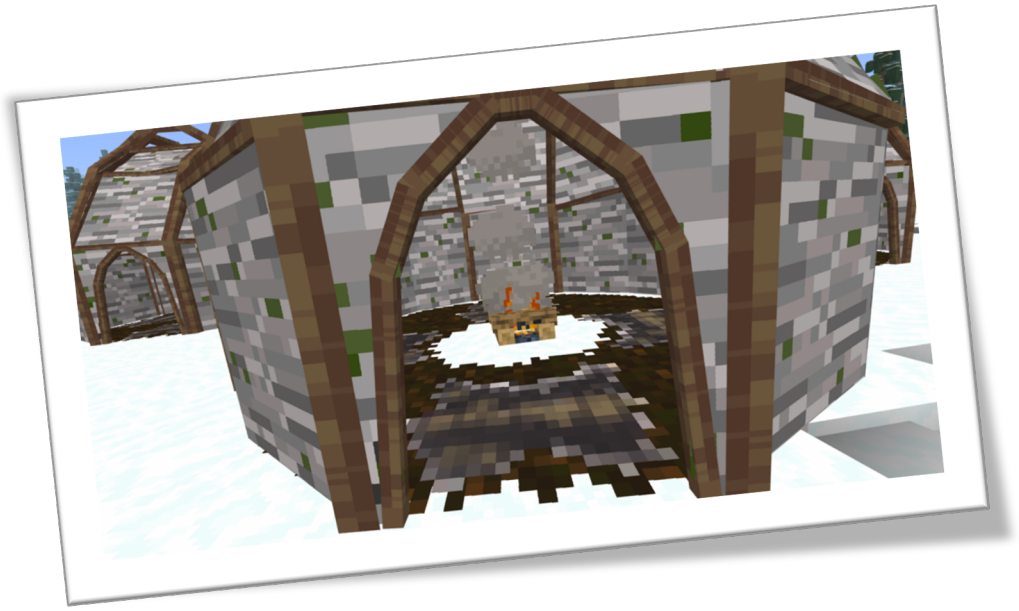
You can assist participants by making sure they meet each of the Knowledge Keepers and Stewards of the Land before attempting to begin this activity. NPCs will provide essential knowledge and gifts that will help participants find success. Much of the knowledge shared applies to the real-world experiences while only some are represented in this game. For example, participants won't feed their sled dogs in this activity despite it being an essential step in the caring process. These activities are built to simulate most of the real-world practices and can never fully compete with the real experience. They were however built to maximize understanding and engagement while participating in the learning experience.

Participants won't feed sled dogs, won't bait traps, and won't place more than 5 traps on the trap line. These are just a few ways this Minecraft Education experience deviates from real practices.

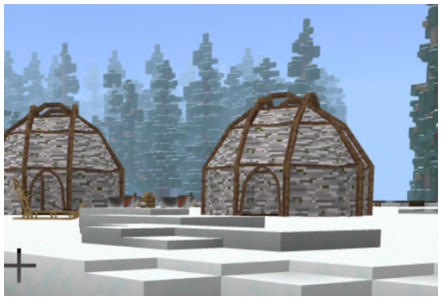
Participants will build the sled dogs a shelter near camp in a designated area and place a warm campfire to comfort their dogs.

Content Warning: This activity involves taking the life of an animal and may be a sensitive topic and action. If at any time during this experience, you do not feel comfortable with an action or task, you have the right to alter the activity in any way necessary. Remember, the animals' sacrifice is essential for the survival of the community and is not taken lightly. All sacrifices should be respected and honoured.

At the end of the successful trapping experience participants will return to camp and gift their harvest to the community using the "Contribute" button that Emily Skye has in her welcome dialogue. This will be similar for the end of each activity.



Phase 1 Activity 2 – Sheltering and Ice Fishing



Guides for Activity 2 are William Young, Kenny Benson, and Emily Skye

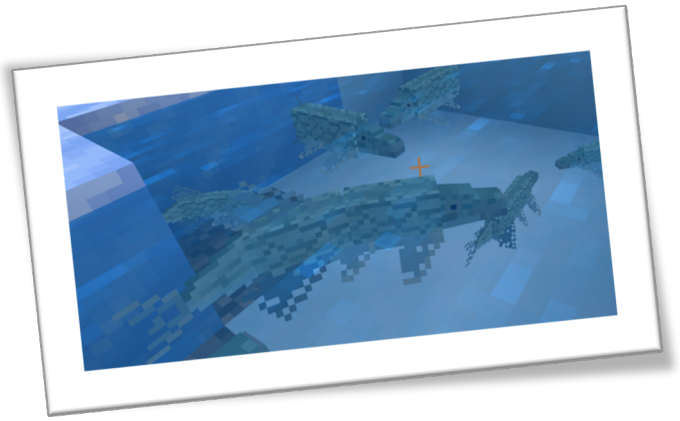


Depending on the seasons, geography, and intended duration of a stay, different shelters can be used to keep the community warm, dry, and protected from the environment. Here at Activity 2, participants can see an example of shelters that are used for such purposes.

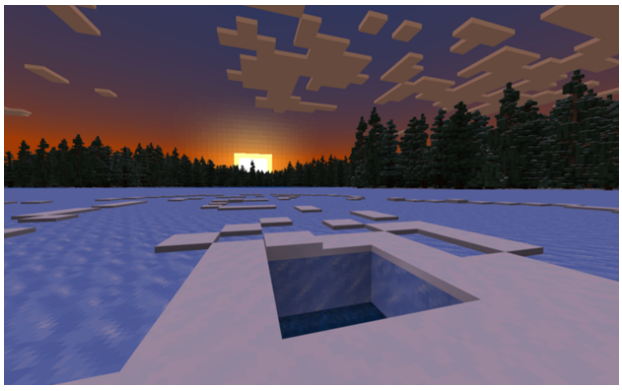
Wigwams

These semi-portable, welcoming, and traditional dwellings provide shelter for community members.

Wigwams can be portable (or permanent structures) that are disassembled, stored in a central spot, and meant to be used by the next person. Made from saplings and featuring a domed sloped roof they are ideal for multiple seasons and climates. Central to the wigwam is a fire to generate warmth. The interior can be covered with hides and fur for added warmth, especially in Winter. The fire serves three main purposes. It provides warmth, light, and the ability to cook inside the shelter. Participants can tour and photograph the wigwam and if they fall into the river while ice fishing this wigwam is where they will be teleported to retry the fishing adventure.



Phase 1 Activity 2 - Ice Fishing



The frigid temperatures of a northern winter are enough to freeze all waterways including the Bloodvein River (*Miskwewesipi*) in Pimachiowin Aki. Beneath the ice however, the water is still teeming with delicious fish. In this activity participants will be guided by Knowledge Keepers Kenny Benson and William “Banjo” Young as they engage in fishing on the Bloodvein River during the coldest season of the year. Near the

wigwam for Activity 2 students will find a poster that will help in identifying fish species that they photograph later on the river.

In this activity Knowledge Keepers and Stewards of the Land will assist participants with the following:

- Gathering or crafting the tools necessary to cut holes in the ice and for fishing.
- Understand the significance of travel by dog sled.
- Identifying the fish species of the Bloodvein River. (pickerel, jackfish, and sturgeon)
- Selecting an ideal and safe spot to fish.
- Building shelter, cutting the hole in the ice, photographing fish species, catching fish.
- Shelter disassembling, fish are collected and returned to the community and shared with family members and community with support from Emily Skye.

Educators:

You can assist participants by making sure they find Activity 2 using Emily Skye's dialogue button. William and Kenny are near a lone wigwam to start activity 2. Ensure participants gather the knowledge and tools they need to be successful while ice fishing and remind them to leave only footprints behind after a successful catch. Ask students to enter a wigwam and reflect on what community life must be like in such a traditional shelter. Sled dogs are present for each activity, and it is still important to stress safety and caring for the dogs before and after each journey.

Added as a secret opportunity is a pictograph along the shoreline of the river near the ice fishing zone. Encourage participants to find and photograph these important pictorial communications.

Finally, after fish are successfully photographed for participants' journals and then caught, remind them to contribute the fish to the community with Emily Skye's support back at the spawn location before beginning Activity 3.









Phase 1 Activity 3 – Sustainable Hunting

Fishing and trapping can yield smaller meals and resources, but when it comes to large-game hunting it is of the utmost importance to practice safe and sustainable hunting. Participants will track, hunt, and return a moose to camp in this activity. Knowledge Keepers Kenny Benson and William “Banjo” Young will guide participants through the sustainable hunt from preparation to maximizing the harvest back at camp. Participants can practice using traditional hunting tools before engaging in the hunt.

Guides for Activity 3 are William Young and Kenny Benson



In this activity Knowledge Keepers and Stewards of the Land will assist participants with the following:

- Preparing for the hunt, ensuring safety, and understanding the significance of hunting rights and ethics.

- Understanding sustainability, hunting rights, and the importance of protecting the land from industrialization and tourism.

- Practising with hunting tools.

- Tracking moose prints in the area near camp. Following evidence including broken branches and bushes to locate the animal.

- Successfully use traditional tools like a bow and arrow during the hunt and respecting the resources obtained after a successful hunt.

- Offering Tobacco to a cow (female) moose after a successful hunt or hang the beard of a bull (male) moose to thank it for feeding your family.

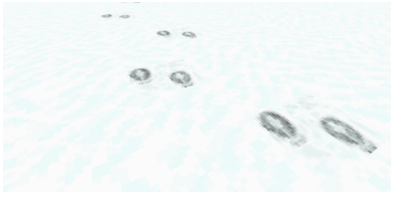
- Utilizing the entire animal, including hide, meat, bones, and antlers. Respect is at the center of the hunt.

Educators:

You can assist participants by making sure they locate the start of Activity 3 using Emily Skye's button. NPCs William and Kenny are waiting to discuss sustainable hunting. After a successful hunt you can make sure participants harvest the bull moose, honour it by hanging its beard, and then bring the harvest back to camp. Remember that Emily Skye has a "Contribute" button for many of the resources from the moose.

Content Warning: This activity involves taking the life of an animal and may be a sensitive topic and action. If at any time during this experience, you do not feel comfortable with an action or task, you have the right to alter the activity in any way necessary. Remember, the animals' sacrifice is essential for the survival of the community and is not taken lightly. All sacrifices should be respected and honoured.

Participants can activate "Creative Mode" after finishing the hunt successfully to explore the Bloodvein River map more widely and engage in some of the suggested or alternative extension opportunities.


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Appendix 1: Phase 1: Optional Enrichment Activities

Educators and their students can plan and participate in these or other enrichment opportunities in and around the Bloodvein River camp that was central to Phase 1. These suggested activities ask students to creatively and critically design competitive challenges that involve the learning from Phase 1.

1. Dog Sled Racing (esports)

Educators and students can map and create a dog sled racetrack throughout the community and surrounding area. Then the class can spawn their dogsleds and participate in the extensive and thrilling race to the finish line.

2. Ice Fishing Competition (esports)

Educators and students can assign a point value for each fish caught and set the time for the duration for the fishing contest. The student who catches the most fish by ice fishing during the set timeframe wins the title of top fisher.

3. Bullseye (esports)

Educators and students can build a target consisting of rings that represent some form of point system. Archers can take their position from a distance and after firing a predetermined number of arrows, calculate their score and see how they compare with their classmates. Increase the distance if multiple rounds of competition are needed to determine a final winner.

4. Moose on the Loose (esports)

Educators can scatter several moose throughout the winter environment and teams of students can be set free to hunt at a specific time. The team that returns with the most moose meat (or beards) at the end of a specific time (one day for example) wins the team hunt. Hang the beards to honor the fallen moose and count the successful harvests.

Content Warning: Indicate how this activity deviates away from the traditional essential hunting done by the community and that hunting moose for trophy or sport is not a traditional practice.

5. Wolf “Miyiegun”

Educators and students can make a giant snow circle on the ice and divide it into four sections. The class can choose to stand in one of the four sections as their home base. One student can be “the wolf” circling the outside of the circle. Players can exit their home base and run around the outside of the circle, circling until they get back home to their base. This is when the wolf can chase and hope to tag the players. If you are tagged, you become the wolf. The old wolf can choose one of the four sections to be home base. The game continues.

Pimachiowin Aki Appendix 2:
Canadian Curriculum Connections

British Columbia and Yukon Curriculum

Grade 2: Social Studies

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Explain why people, events, or places are significant to various individuals and groups
- Recognize the causes and consequences of events, decisions, or developments
- Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events
- Make value judgments about events, decisions, or actions, and suggest lessons that can be learned

Grade 2: English Language Arts

- Use sources of information and prior knowledge to make meaning
- Use developmentally appropriate reading, listening, and viewing strategies to make meaning
- Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
- Use personal experience and knowledge to connect to stories and other texts to make meaning
- how awareness of how story in First Peoples cultures connects people to family and community
- Exchange ideas and perspectives to build shared understanding

Grade 2: Science

- Demonstrate curiosity and a sense of wonder about the world
- Recognize First Peoples stories (including oral and written narratives), songs, and art, as ways to share knowledge

Grade 3: Social Studies

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions

- Explain why people, events, or places are significant to various individuals and groups
- Recognize the causes and consequences of events, decisions, or developments
- Explain why people's beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, or events
- Make value judgments about events, decisions, or actions, and suggest lessons that can be learned

Grade 3: English Language Arts

- Use sources of information and prior knowledge to make meaning
- Make connections between ideas from a variety of sources and prior knowledge to build understanding
- Use developmentally appropriate reading, listening, and viewing strategies to make meaning
- Engage actively as listeners, viewers, and readers, as appropriate, to develop understanding of self, identity, and community
- Explain the role that story plays in personal, family, and community identity
- Use personal experience and knowledge to connect to text and make meaning
- Show awareness of how story in First Peoples cultures connects people to family and community
- Develop awareness of how story in First Peoples cultures connects people to land
- Exchange ideas and perspectives to build shared understanding
- Create stories and other texts to deepen awareness of self, family, and community

Grade 3: Science

- Demonstrate curiosity about the natural world
- Identify First Peoples perspectives and knowledge as sources of information

Grade 4: Social Studies

- Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Construct arguments defending the significance of individuals/groups, places, events, or developments

Grade 4: English Language Arts

- Access and integrate information and ideas from a variety of sources and from prior knowledge to build understanding
- Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to deepen understanding of text
- Consider different purposes, audiences, and perspectives in exploring texts
- Apply a variety of thinking skills to gain meaning from texts
- Use personal experience and knowledge to connect to text and deepen understanding of self, community, and world
- Respond to text in personal and creative ways
- Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts
- Identify how story in First Peoples cultures connects people to land

Grade 4: Science

- Demonstrate curiosity about the natural world
- Identify First Peoples perspectives and knowledge as sources of information

Grade 5: Social Studies

- Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Construct arguments defending the significance of individuals/groups, places, events, and developments

Grade 5: English Language Arts

- Access information and ideas from a variety of sources and from prior knowledge to build understanding
- Use a variety of comprehension strategies before, during, and after reading, listening, or viewing to guide inquiry and deepen understanding of text
- Synthesize ideas from a variety of sources to build understanding
- Consider different purposes, audiences, and perspectives in exploring texts
- Apply a variety of thinking skills to gain meaning from texts
- Use personal experience and knowledge to connect to text and develop understanding of self, community, and world
- Demonstrate awareness of the oral tradition in First Peoples cultures and the purposes of First Peoples texts
- Identify how story in First Peoples cultures connects people to land
- Exchange ideas and perspectives to build shared understanding

Grade 5: Science

- Identify First Peoples perspectives and knowledge as sources of information

Grade 6: Social Studies

- Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Construct arguments defending the significance of individuals/groups, places, events, and developments

Grade 6: English Language Arts

- Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability
- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking
- Synthesize ideas from a variety of sources to build understanding
- Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts
- Respond to text in personal, creative, and critical ways
- Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view

Grade 6 : Science

- Identify First Peoples perspectives and knowledge as sources of information

Grade 7: Social Studies

- Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Assess the significance of people, places, events, or developments at particular times and places

Grade 7: English Language Arts

- Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability
- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking

- Synthesize ideas from a variety of sources to build understanding
- Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages
- Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
- Recognize the validity of First Peoples oral tradition for a range of purposes
- Respond to text in personal, creative, and critical ways

Grade 7: Science

- Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information

Grade 8: Social Studies

- Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions
- Assess the significance of people, places, events, or developments at particular times and places

Grade 8: English Language Arts

- Access information and ideas for diverse purposes and from a variety of sources and evaluate their relevance, accuracy, and reliability
- Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking
- Synthesize ideas from a variety of sources to build understanding
- Recognize and appreciate how different features, forms, and genres of texts reflect different purposes, audiences, and messages
- Respond to text in personal, creative, and critical ways
- Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view

Grade 8: Science

- Apply First Peoples perspectives and knowledge, other ways of knowing, and local knowledge as sources of information

Alberta Curriculum

Grade 2: Social Studies

- Students explore the foundational heritage of First Nations, Francophone, and Métis communities.
- Students explore ways trade supports local communities.

Grade 2: English Language Arts

- Students explain how the organization of ideas and information within texts can support the purpose or meaning of messages.
- Students apply fluency strategies while reading.
- Students examine and apply a variety of processes to comprehend texts.

Grade 3: Social Studies

- Students explore how diverse people contribute to the identity of Alberta.

Grade 3: English Language Arts

- Students relate the form and structure of texts to the communication of ideas and information.
- Students apply fluency strategies and develop reading comprehension.
- Students examine and apply a variety of processes to comprehend texts.

Grade 4: Social Studies

- Students examine how the fur trade contributed to the development of Canada.

Grade 4: English Language Arts

- Students examine how the form and structure of texts can support the communication of ideas and information.
- Students enhance fluency to refine comprehension and proficient reading.
- Students investigate strategies and connections that support text comprehension.

Grade 5: Social Studies

- Students investigate ways of studying people, places, and events.

Grade 5: English Language Arts

- Students examine how text genres, forms, and structures support and enhance communication.
- Students analyze information, contexts, and perspectives using a variety of comprehension strategies.

Grade 6: English Language Arts

- Students analyze how text form and structure clarify information and support connecting with self, others, and the world.
- Students interpret and respond to texts through application of comprehension strategies.

Grade 7: Social Studies

- 7.1.2 appreciate the challenges of co-existence among peoples (C, CC, I, LPP)

Grade 7: English Language Arts

- 2.1 Use Strategies and Cues - select and focus relevant ideas from personal experiences and prior knowledge to understand new ideas and information
- 2.1 Use Strategies and Cues - identify and use visual and textual cues, such as numbers, bullets and words; for example, first/then/next, before/after, on the one hand/on the other hand and if/then, that signal organizational patterns in print and other media texts, to enhance understanding of ideas and information
- 2.2 Respond to Texts - experience oral, print and other media texts from a variety of cultural traditions and genres, such as journals, nature programs, short stories, poetry, letters, CDROM programs, mysteries, historical fiction, drawings and prints

Grade 8: English Language Arts

- 2.1 Use Strategies and Cues - use strategies to supplement and extend prior knowledge and experiences when interpreting new ideas and information
- 2.2 Respond to Texts - experience oral, print and other media texts from a variety of cultural traditions and genres, such as magazine articles, diaries, drama, poetry, Internet passages, fantasy, nonfiction, advertisements and photographs

Saskatchewan Curriculum

Grade 2: English Language Arts

- CR2.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity (e.g., Just Watch Me), community (e.g., People and Places), social responsibility (e.g., Friendship) and make connections to prior learning and experiences.
    - a. View, listen to, read, and respond to a variety of texts including First Nations and Métis resources that present different viewpoints and perspectives on issues and topics related to identity, community, and social responsibility and relate to own experiences
- CR2.2 View and explain (with support from the text) the key literal and inferential ideas (messages), important details, and how elements (such as colour, layout, medium, and special fonts) enhance meaning in grade-appropriate visual and multimedia texts
    - c. Understand and apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other) to construct and confirm meaning when viewing.
    - d. Obtain information from different media (e.g., multimedia clips, websites, video clips, magazine photographs).
- CR2.4 Read and demonstrate comprehension of grade-appropriate literary and informational texts read silently and orally by relating and retelling key events and ideas in sequence with specific details and discussing how, why, and what if questions
    - a. Read and understand a variety of grade-level-appropriate narrative and informational texts including legends, traditional stories and folktales, poetry, environmental print, and predictable books including First Nations and Métis resources
    - b. Select and use task-relevant before, during, and after strategies to construct meaning when reading
    - c. Understand and apply the appropriate cues and conventions (pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other) to construct and confirm meaning when reading
    - g. Follow written instructions

Grade 2: Social Studies

- DR2.3 Describe the influence of Treaty and First Nations people on the local community
    - b. Investigate the relationship of traditional First Nations to the land

Grade 3: English Language Arts

- CR3.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia) that address: identity (e.g., Spreading My Wings), community (e.g., Hand in Hand), social responsibility (e.g., All Together) and make comparison with personal experiences.
    - a. View, listen to, read, and respond to a variety of texts that reflect the issues related to identity, community, and social responsibility and connect to personal experiences, other texts, and other areas of study.
- CR3.2 View and respond to grade-appropriate visual and multimedia texts (including videos, cartoons, illustrations, diagrams, charts, maps, and posters) explaining reactions and connections as well as visual features that convey humour, emotion, and mood
    - b. Select and use appropriate strategies (before, during, and after) to construct and confirm meaning when viewing
    - c. Understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and confirm meaning when viewing
- CR3.4 Read fluently and demonstrate comprehension of grade-appropriate fiction, script, poetry, and non-fiction from various cultures (including First Nations and Métis) and countries (including Canada) and explain reactions and connections to texts read
    - b. Select and use appropriate strategies (before, during, and after) to construct and confirm meaning when reading
    - c. Understand and apply the suitable pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions to construct and confirm meaning when reading
    - f. Follow simple written multi-step instructions (e.g., how to assemble a product or play a board game) and functional and

instructional messages in the environment (e.g., instructions, menus, invitations, announcements)

Grade 4: English Language Arts

- CR4.1 Comprehend and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address: identity (e.g., Expressing Myself), community (e.g., Building Community), social responsibility (e.g., Preserving a Habitat) and support response with evidence from text and from own experiences.
    - a. View, listen to, read, and respond to a variety of texts that reflect diverse personal identities, worldviews, and backgrounds (e.g., culture, age, gender, language) including First Nations and Métis texts.
    - e. Identify cultural representations in oral, print, and other media texts from various communities including First Nations and Métis communities.
- CR4.2 View and respond to visual and multimedia texts (including graphs, charts, diagrams, maps, multimedia DVD, websites, television programs, advertisements, posters), explaining the creator's technique and the impact on viewers.
    - c. Understand and apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to construct and confirm meaning when viewing.
- CR4.4 Read for various purposes and demonstrate comprehension of grade appropriate fiction (including stories and novels), scripts, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations and Métis and countries (including Canada).
    - c. Understand and apply cues and conventions including pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and others to construct and confirm meaning when reading.
    - e. Read for information in content area resources and reference materials and recognize the variety of expository text structures including compare-contrast, problem-solution, cause and effect, time sequence, and description.
    - g. Follow multi-step written instructions and procedures in basic technical or how-to manuals (e.g., how to play a video game).

- h. Read and use grade four reference texts (e.g., dictionary, encyclopedia, how-to, explanations, biography) for inquiry and to identify main ideas, details, opinions, and reasons.

Grade 4: Social Studies

- IN4.2 Describe the origins of the cultural diversity in Saskatchewan communities.
  - e. Represent through speaking, writing, drama, multimedia, or other form, the challenges faced, both historically and in the current era, by First Nations people, Métis people, and immigrants to Saskatchewan.
  - f. Identify strategies by which diverse cultural communities in Saskatchewan learned to work together for the common good (e.g., agricultural fairs, service organizations, community celebrations, arts groups, barn raising, construction of community facilities).
- DR4.2 Explain the relationship of First Nations and Métis peoples with the land.
  - b. Research traditional lifestyles of First Nations communities and peoples prior to European contact (e.g., hunting, gathering, movement of people to follow food sources).

Grade 5: English Language Arts

- CR5.1 Analyze and respond to a variety of grade-level texts (including contemporary and traditional visual, oral, written, and multimedia texts) that address: identity (e.g., Exploring Heritage), community (e.g., Teamwork), social responsibility (e.g., What is Fair?).
  - a. View, listen to, read and respond to a variety of visual, multimedia, oral, and print texts that examine the diverse range of personal identities, perspectives, and backgrounds (e.g., appearance, culture, socio-economic status, abilities, age, gender, sexual orientation, language, career path) including First Nations and Métis texts.
  - c. Describe and build upon connections between previous experiences, prior knowledge, and a variety of texts. d. Compare the challenges and situations encountered in daily life with those experienced by people in other times, places, and cultures as portrayed in a variety of texts including First Nations and Métis texts.
  - d. Compare the challenges and situations encountered in daily life with those experienced by people in other times, places, and

cultures as portrayed in a variety of texts including First Nations and Métis texts.

- CR5.2 View and evaluate, critically, visual and multimedia texts identifying the persuasive techniques including promises, flattery, and comparisons used to influence or persuade an audience.
    - a. Gather information from a variety of media (e.g., photographs, web sites, maps, diagrams, posters, videos, advertising, double bar graphs, maps, videos).
    - b. Select and flexibly use appropriate strategies (before, during, and after) to construct meaning when viewing
    - c. Understand and apply relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions of communication to construct and confirm meaning when viewing.
- CR5.4 Read and demonstrate comprehension of a range of contemporary and classical grade-appropriate fiction, script, poetry, and non-fiction (including magazines, reports, instructions, and procedures) from various cultures including First Nations, Métis, and Inuit and countries (including Canada).
    - a. Determine the essential purpose, key ideas, arguments, and perspectives of texts including First Nations and Métis texts
    - b. Select and flexibly use appropriate strategies (before, during, and after) to construct meaning when reading.
    - c. Understand and apply relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions of communication to construct and confirm meaning when reading.
    - e. Distinguish among facts, supported inferences, and opinions in informational texts.
    - f. Read and use grade-five appropriate informational and reference texts (e.g., dictionary, encyclopedia, how-to, explanations, biography) to identify main ideas, details, opinions, and reasons.

Grade 5: Social Studies

- DR5.2 Assess the impact of the environment on the lives of people living in Canada.
    - b. Explain how different traditional worldviews of Earth affect the use of resources in Canada (e.g., Aboriginal and European attitudes toward ownership, Treaties, Crown land, homesteads, and the seigniorial system).
    - c. Investigate the relationship of various First Nations peoples with the environment, including economic relationships, migration, and settlement patterns prior to Confederation.

Grade 6: English Language Arts

- CR6.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Growing Up), social responsibility (e.g., Going the Distance), and efficacy (e.g., Making Our Community More Peaceful).
    - a. View, listen to, read, and respond to a variety of visual, multimedia (including digital), oral, and print texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, sexual orientation, language, career pathway).
    - d. Access, view, listen to, read, and respond to a variety of digital texts including electronic texts that have multiple links and sound, video, animation, and/or virtual reality.
    - e. Discuss own and others' understanding of various community and cultural traditions in various times and places as portrayed in a variety of visual, multimedia, oral, and print texts.
- CR6.2 Select and use appropriate strategies to construct meaning before (e.g., considering what they know and need to know about topic), during (e.g., making connections to prior knowledge and experiences), and after (e.g., drawing conclusions) viewing, listening, and reading.
- CR6.3 Use pragmatic (e.g., function and purpose of texts), textual (e.g., form/ genre, sequence of ideas), syntactic (e.g., word order and emphasis on particular words), semantic/lexical/ morphological (e.g., capture particular aspect of intended meaning), graphophonic (e.g., sound-symbol patterns and relationships), and other cues (e.g., the speaker's non-verbal cues) to construct and confirm meaning.
- CR6.4 View, respond, and demonstrate comprehension of visual and multimedia grade-appropriate texts including traditional and contemporary texts from First Nations, Métis, and other cultures containing special features (e.g., the visual components of magazines, newspapers, websites, comic books, broadcast media, video, and advertising).
    - a. Display active viewing behaviours including preparing to view; considering what is known and needs to be known about a topic; showing interest in what is said; anticipating and predicting the speaker's message and meaning; identifying ideas expressed as true or false, real or imaginary; seeking additional information from other sources as needed.

    - b. View for a variety of purposes including to understand and gather information, to form an opinion, and to enjoy and appreciate.
    - c. View and comprehend a variety of visual and multimedia (including digital) texts with specialized features (e.g., the visual components of magazines, newspapers, websites, videos).
- CR6.6 Read and demonstrate comprehension and interpretation of grade appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.
    - b. Read for a variety of purposes including to gather information, to follow directions, to form an opinion, to understand information, and to enjoy and appreciate ideas and craft.
    - c. Read and comprehend a range of contemporary and traditional texts appropriate to interests and learning needs.
    - d. Read and demonstrate comprehension and interpretation of a range of grade-level-appropriate texts in a variety of genres and from different cultural traditions.
- CR6.7 Read independently and demonstrate comprehension of a variety of information texts with some specialized language including grade level instructional materials, nonfiction books, reports and articles from magazines and journals, reference materials, and written instructions.
    - b. Read for a variety of purposes including to gather information, to follow directions, to form an opinion, to understand information, and to enjoy and appreciate ideas and craft.
    - c. Read and comprehend a range of contemporary and traditional texts appropriate to interests and learning needs.
    - d. Read and demonstrate comprehension and interpretation of a range of grade-level-appropriate texts in a variety of genres and from different cultural traditions.

Grade 6: Social Studies

- IN6.2 Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean.
    - a. Compare and represent the kinship patterns, cultural traditions, and traditional worldviews of Saskatchewan First Nations, Métis, and Inuit people, and of other cultural groups residing in a selection of countries bordering the Atlantic Ocean.
    - c. Investigate the contributions of First Nations, Métis, and Inuit people in Canada and indigenous peoples in a selection of countries bordering the Atlantic Ocean to local, provincial, national and global communities in various areas such as politics, business, health, education

Grade 7: English Language Arts

- CR7.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Thinking for Oneself), social responsibility (e.g., Participating and Giving Our Personal Best), and efficacy (e.g., Doing Our Part for Planet Earth).
    - a. View, listen to, and read and respond to a variety of visual, oral, print, and multimedia (including digital) texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, sexual orientation, language, career pathway).
    - e. Compare new information with previous knowledge and beliefs.
- CR7.2 Select and use appropriate strategies to construct meaning before (e.g., formulating questions), during (e.g., recognizing organizational structure), and after (e.g., making judgements supported by evidence) viewing, listening, and reading.
- CR7.3 Use pragmatic (e.g., author's purpose and point of view), textual (e.g., how author organized text), syntactic (e.g., main and subordinate ideas), semantic/ lexical/morphological (e.g., figurative language and specific word meanings by their context, common affixes, and allusions), graphophonic (e.g., word patterns), and other cues (e.g., non-verbal cues, headings, charts, and diagrams) to construct and confirm meaning when viewing, listening, and reading.
- CR7.6 Read and demonstrate comprehension and interpretation (including thoughtful and critical response to content and craft) of grade-appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures.
    - b. Read and demonstrate comprehension and interpretation of a range of literary and information texts including short stories, novels, poetry, instructional materials, non-fiction books, articles, and reports.
- CR7.7 Read independently and demonstrate comprehension of a variety of specialized information texts including non-fiction books, grade-level instructional materials, articles, reports, reference materials, instructions, advertising and promotional materials, and websites.
    - b. Read and demonstrate comprehension and interpretation of a range of literary and information texts including short stories, novels, poetry, instructional materials, non-fiction books, articles, and reports.

Grade 8: English Language Arts

- CR8.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity (e.g., Becoming Myself), social responsibility (e.g., In Search of Justice), and efficacy (e.g., Building a Better World).
    - a. View, listen to, read, and respond to a variety of visual, multimedia (including digital), oral, and print texts that address the grade-level themes and issues related to identity, social responsibility, and efficacy including those that reflect diverse personal identities, worldviews, and backgrounds (e.g., appearance, culture, socio-economic status, ability, age, gender, sexual orientation, language, career pathway).
- CR8.2 Select and use appropriate strategies to construct meaning before (e.g., previewing and anticipating message), during (e.g., making inferences based on text and prior knowledge), and after (e.g., paraphrasing and summarizing) viewing, listening, and reading.
- CR8.3 Use pragmatic (e.g., intended audience and tone), textual (e.g., how author organized text to achieve unity and coherence), syntactic (e.g., variety of sentence structures), semantic/ lexical/morphological (e.g., imagery), graphophonic (e.g., stress, pitch, and juncture of a word), and other cues (e.g., layout and accompanying graphics) to construct and to confirm meaning.
- CR8.6 Read and demonstrate comprehension and interpretation of grade appropriate texts including traditional and contemporary prose fiction, poetry, and plays from First Nations, Métis, and other cultures to evaluate the purpose, message, point of view, craft, values, and biases, stereotypes, or prejudices.
    - c. Interpret and report on information obtained from more than one source to inform others.
    - d. Use various forms of note making (e.g., lists, summaries, observations, descriptions) appropriate to purpose and situation.
- CR8.7 Read independently and demonstrate comprehension of a variety of information texts including understanding the main ideas and supporting evidence, explaining connections between new ideas and information and previous thoughts, and recognizing any biases or false reasoning.
    - c. Interpret and report on information obtained from more than one source to inform others.
    - d. Use various forms of note making (e.g., lists, summaries, observations, descriptions) appropriate to purpose and situation.

Grade 8: Social Studies

- IN8.1 Investigate the meaning of culture and the origins of Canadian cultural diversity.
    - c. Examine the extent to which cultural groups are able to retain their cultural identity in Canada, with reference to elements of culture, including kinship patterns (e.g., how children are perceived, relationship to the aged, family networks, living arrangements, rites of passage), artistic patterns (e.g., self expression in visual art, music, literature, dance, fashion), religious patterns (e.g., tenets of doctrine, worship habits, place of religion in daily life), education patterns (e.g., methods of passing on the culture, who attends school, who is eligible for higher education), recreational and play

Manitoba Curriculum

Grade 2: Social Studies

- 2-KI-006 Identify cultural groups in their local communities.
- 2-KL-016 Name natural resources in their local community.
- 2-KL-020 Give examples of natural resources in communities studied.
- 2-KH-027 Recognize that First Nations and Inuit people are Canada's original peoples.
- 2-VI-006A Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.

Grade 2: English Language Arts

- Language as Sense Making
    - Access, use, build, and refine schema
    - Select from and use a variety of strategies.
    - Learners are responding to text in different ways to build and share understanding.
    - Learners are using what they know about texts and themselves to reflect, set goals, and make decisions.
- Language as Exploration and Design
    - Research and study topics and ideas.
    - Interpret and integrate information and ideas from multiple texts and sources
    - Learners are actively partaking in communities to explore ideas and deepen thinking.
    - Learners are using different sources to explore ideas and to deepen and extend thinking.

Grade 3: Social Studies

- 3-VP-011A Respect the teachings of Elders, leaders, parents, and community members.
- 3-KI-009A Identify the protocols within their Aboriginal culture.
- 3-KL-018 Give examples of the use of natural resources in communities studied.
- 3-KL-019 Recognize that people have diverse ways of living on or with the land.
- 3-KE-036 Give examples of how the natural environment influences work, goods, technologies, and trade in communities studied.
- 3-VL-006 Value the land for what it provides for communities.
- 3-VL-006A Appreciate the sacredness of living on and with the land.

Grade 3: English Language Arts

- Language as Sense Making
    - Access, use, build, and refine schema
    - Select from and use a variety of strategies
    - Learners are demonstrating an understanding that texts are complex.
    - Learners are using and talking about a variety of strategies and processes to understand and create texts
    - Learners are reflecting on and using what they know about texts and themselves to make purposeful and personal decisions
- Language as Exploration and Design
    - Research and study topics and ideas.
    - Interpret and integrate information and ideas from multiple texts and sources.
    - Learners are using strategies, resources, and sources to explore ideas and deepen and extend thinking

Grade 4: Social Studies

- 4-KI-007A Identify connections between their community and other Aboriginal communities in Manitoba.
- 4-KI-009A Understand the teachings of Elders about their culture and identity.
- 4-KL-024 Give examples of Aboriginal peoples' traditional relationships with the land.
- 4-VL-006 Appreciate Manitoba's natural environment.
- 4-VL-006A Respect their spiritual connection to the natural environment (land, water, sky).

- 4-KL-026 Describe the influence of the natural environment on settlement in Manitoba.

Grade 4: English Language Arts

- Language as Sense Making
    - Access, use, build, and refine schema
    - Select from and use a variety of strategies
    - Learners are demonstrating an understanding that texts are complex.
    - Learners are using and talking about a variety of strategies and processes to understand and create texts
    - Learners are reflecting on and using what they know about texts and themselves to make purposeful and personal decisions
- Language as Exploration and Design
    - Research and study topics and ideas.
    - Interpret and integrate information and ideas from multiple texts and sources.
    - Learners are using strategies, resources, and sources to explore ideas and deepen and extend thinking

Grade 5: Social Studies

- 5-KE-050 Describe various ways in which First Peoples communities interacted with each other.
- 5-KE-051 Compare First Peoples' and European approaches to natural resource use in early Canada.
- 5-VH-009 Appreciate the contributions of First Peoples to the development of Canada.
- 5-VE-015 Be willing to consider diverse approaches to resource and land use.
- 5-KL-021 Give examples of ways in which the fur trade operations were influenced by the land.
- 5-KE-052 Describe how the fur trade was dependent on the men and women of the First Nations and Métis Nation.
- 5-VI-003 Appreciate the contributions of various groups involved in the fur trade to the historical development of Canada.
- 5-VL-007 Appreciate the significance of the land and natural resources in the development of Canada.

Grade 5: English Language Arts

- Language as Sense Making
    - Access, use, build, and refine schema

    - Select from and use a variety of strategies
    - Learners are demonstrating an understanding that texts are complex.
    - Learners are using and talking about a variety of strategies and processes to understand and create texts
    - Learners are reflecting on and using what they know about texts and themselves to make purposeful and personal decisions
- Language as Exploration and Design
    - Research and study topics and ideas.
    - Interpret and integrate information and ideas from multiple texts and sources.
    - Learners are using strategies, resources, and sources to explore ideas and deepen and extend thinking

Grade 6: Social Studies

- 6-KL-026 Describe the influence of the natural environment on life in Canada.
- 6-KL-026ADescribe the influence of the land on their First Nation, Inuit, or Métis identity.

Grade 6: English Language Arts

- Language as Sense Making
    - Access, use, build, and refine schema
    - Select from and use a variety of strategies
    - Learners are monitoring, reflecting on, and discussing processes for making sense of and creating texts
    - Learners are strategically selecting and applying strategies and processes for making sense of and creating different types of text for different purposes and audiences.
    - Learners are using a variety of thinking processes (e.g., computational, imaginative, creative, interpretive, critical) to make sense of and respond to increasingly varied and complex texts
    - Learners are using and integrating background knowledge and sources of information purposefully to make sense of increasingly varied and complex text
- Language as Exploration and Design
    - Research and study topics and ideas
    - Interpret and integrate information and ideas from multiple texts and sources

Grade 7: English Language Arts

- Language as Sense Making
    - Access, use, build, and refine schema
    - Select from and use a variety of strategies
    - Learners are monitoring, reflecting on, and discussing processes for making sense of and creating texts
    - Learners are strategically selecting and applying strategies and processes for making sense of and creating different types of text for different purposes and audiences.
    - Learners are using a variety of thinking processes (e.g., computational, imaginative, creative, interpretive, critical) to make sense of and respond to increasingly varied and complex texts
    - Learners are using and integrating background knowledge and sources of information purposefully to make sense of increasingly varied and complex text
- Language as Exploration and Design
    - Research and study topics and ideas
    - Interpret and integrate information and ideas from multiple texts and sources

Grade 8: Social Studies

- 8-VI-004 Be willing to consider differing world views.
- 8-VL-008 Appreciate the importance of sustaining the natural environment for future societies.

Grade 8: English Language Arts

- Language as Sense Making
    - Access, use, build, and refine schema
    - Select from and use a variety of strategies
    - Learners are monitoring, reflecting on, and discussing processes for making sense of and creating texts
    - Learners are strategically selecting and applying strategies and processes for making sense of and creating different types of text for different purposes and audiences.
    - Learners are using a variety of thinking processes (e.g., computational, imaginative, creative, interpretive, critical) to make sense of and respond to increasingly varied and complex texts

    - Learners are using and integrating background knowledge and sources of information purposefully to make sense of increasingly varied and complex text
- Language as Exploration and Design
    - Research and study topics and ideas
    - Interpret and integrate information and ideas from multiple texts and sources

Ontario Curriculum

Grade 2: Social Studies

- B2. Inquiry: Natural Environments and Ways of Life
    - B2.1 formulate questions to guide investigations into some aspects of the interrelationship between the natural environment of selected communities and the ways in which people live (e.g., questions about how climate relates to clothing, agriculture, housing, recreation)
    - B2.2 gather and organize information and data about some communities' locations, climate, and physical features, and the ways of life of people in these communities (e.g., use atlases, globes, print, digital or interactive maps, and/or satellite images to determine location; find photographs in magazines or on the Internet that provide information on people's food, shelter, and/or clothing)

Grade 2: Language

- A3. Applications, Connections, and Contributions
    - A3.2 demonstrate an understanding of the contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring the concepts of identity, self, and sense of belonging in culturally responsive and relevant texts
    - A3.3 identify themes explored in First Nations, Métis, and Inuit cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing
- B2. Language Foundations for Reading and Writing
    - B2.3 use developing knowledge of the meanings of words and common morphemes (i.e., bases, prefixes, and suffixes) to read and spell words

    - B2.4 demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use their developing morphological knowledge to analyze and understand new words in context
- C1. Knowledge about Texts
    - C1.1 read and comprehend short texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge
- C2. Comprehension Strategies
    - C2.1 activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to make connections and understand the topic and form of new texts

Grade 3: Social Studies

- A3. Understanding Context: Life in Colonial Canadian Communities
    - A3.3 identify some of the main factors that helped shape the development of settlements in Canada, including First Nations, Métis, and Inuit communities, during this period *(e.g., the fur trade, the establishment of trading posts based on trade routes and the knowledge of First Nations and Métis peoples; navigable lakes and rivers for trade and transportation; climate; proximity to natural resources; the origins of settlers)*, and describe how the physical features of the land *(e.g., topography, proximity to water, fertility of the soil)* and the availability of goods and services *(e.g., mills, churches, roads, proximity to sacred sites)* can facilitate settlement and enhance community life
    - A3.6 describe some key aspects of life in selected First Nations, Métis, and settler communities in Canada during this period, including the roles of men, women, and children *(e.g., with reference to diet; how food was obtained; clothing; housing; recreation; education; the division of labour between men, women, and children)*

Grade 3: Language

- A3. Applications, Connections, and Contributions
    - A3.2 demonstrate an understanding of the contributions, lived experiences, and perspectives of a diversity of individuals and

communities, including those in Canada, by exploring the concepts of identity, self, and sense of belonging in culturally responsive and relevant texts
    - A3.3 identify themes explored in First Nations, Métis, and Inuit cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing
- B2. Language Foundations for Reading and Writing
    - B2.2 use consolidated orthographic knowledge, including position-based tendencies, to make a spelling choice or accurately pronounce a word when reading
    - B2.3 use developing knowledge of the meanings of words and morphemes (i.e., bases, prefixes, and suffixes) to read and spell words
    - B2.4 demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use morphological knowledge to analyze and understand new words in context
- C1. Knowledge about Texts
    - C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge
- C2. Comprehension Strategies
    - C2.1 activate prior knowledge, including knowledge gained from personal and text experiences, that they can use to make connections and understand the topic and form of new texts

Grade 4: Social Studies

- A1. Application: Past and Present Societies
    - A1.2 compare aspects of the daily lives of different groups within a few early societies, including at least one First Nation and one Inuit society *(e.g., the work, family life, education, food, dress, and/or housing of a slave and a senator in ancient Rome; women of different castes in medieval India; a serf and lord in feudal England; a man and a woman in medieval China or in early Mohawk society; a merchant and noble in Renaissance*

Italy), and explain how differences were related to the social organization of that society *(e.g., the caste system in India; the matrilineal organization of Haudenosaunee society; classes in imperial Rome or in feudal societies in Europe or Asia; the emergence of a wealthy merchant class in Renaissance Italy)*

- *A1.4 compare a few early societies, including at least one First Nation and one Inuit society, in terms of their relationship with the environment (e.g., with reference to seasonal rhythms, use of land and resources, differences between urban and rural communities, religious and spiritual practices/beliefs with respect to the environment), and describe some key similarities and differences in environmental practices between these societies and present-day Canada*

- A2. Inquiry: Ways of Life and Relationships with the Environment
  - A2.2 gather and organize information on ways of life and relationships with the environment in a few early societies, including at least one First Nation and one Inuit society, using a variety of primary and secondary sources in both print and electronic formats (e.g., images depicting the daily life of different social classes; religious or spiritual stories that provide evidence of a society's view of the environment; agricultural artefacts; traditional stories, creation stories, legends, and/or THE ONTARIO CURRICULUM | Social Studies, Grades 1 to 6; History and Geography, Grades 7 and 8 102Social Studies oral history shared by Elders, community members, and/or knowledge keepers; virtual field trips to museums and to First Nations cultural centres to view artefacts and images)
- A3. Understanding Context: Characteristics of Early Societies
  - A3.3 describe significant aspects of daily life in a few early societies, including at least one First Nation and one Inuit society *(e.g., with reference to food, housing, clothing, education, recreation, spiritual/religious life, family life, transportation, ceremonies, ways of giving thanks and acknowledgement)*
  - *A3.4 describe significant physical features and natural processes and events in a few early societies, including at least one First Nation and one Inuit society (e.g., physical*

features: rivers, flood plains, mountains, volcanoes, barren lands, tundra, ocean shore, fertile soil; natural processes: seasonal changes in climate, animal migration, erosion; natural events: earthquakes, floods, volcanic eruptions) and how they affected these societies, with a focus on the societies' sustainability and food production (e.g., how flooding of rivers in ancient Egypt, India, and China enriched agricultural land, making it possible to sustain large populations; how the thin topsoil of Central America, Mesopotamia, and Easter Island limited population growth; how volcanoes threatened the survival of communities in ancient Greece and parts of the Roman Empire; how fluctuations in temperature led early Inuit societies to develop techniques like igunaq [meat fermentation] to prevent food spoilage, Cree societies to develop sphagnum moss bags to prolong meat freshness, or Anishinaabe societies to develop techniques to smoke fish)

- A3.5 describe the importance of the environment for a few early societies, including at least one First Nation and one Inuit society, with a particular focus on how the local environment affected the ways in which people met their physical needs (e.g., food, housing, clothing)

Grade 4: Language

- A3. Applications, Connections, and Contributions
  - A3.2 demonstrate an understanding of the historical contexts, contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring the concepts of identity, self, and sense of belonging in a variety of culturally responsive and relevant texts
  - A3.3 explain themes explored in First Nations, Métis, and Inuit cultures to demonstrate an understanding of the

varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing

- B2. Language Foundations for Reading and Writing
    - B2.2 demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use morphological knowledge to analyze and understand new words in context
- C1. Knowledge about Texts
    - C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge
- C2. Comprehension Strategies
    - C2.1 identify and explain prior knowledge from various sources, including personal experiences, that they can use to make connections and understand new texts

Grade 5: Language

- A3. Applications, Connections, and Contributions
    - A3.2 demonstrate an understanding of the historical contexts, contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring the concepts of identity, self, and sense of belonging in a variety of culturally responsive and relevant texts
    - A3.3 explain themes explored in First Nations, Métis, and Inuit cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing
- B2. Language Foundations for Reading and Writing
    - B2.2 demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context

- C1. Knowledge about Texts
    - C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge
- C2. Comprehension Strategies
    - C2.1 identify and explain prior knowledge from various sources, including personal experiences, that they can use to make connections and understand new texts

Grade 6: Language

- A3. Applications, Connections, and Contributions
    - A3.2 demonstrate an understanding of the historical contexts, contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring the concepts of identity, self, and sense of belonging in a variety of culturally responsive and relevant texts
    - A3.3 explain themes explored in First Nations, Métis, and Inuit cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing
- B2. Language Foundations for Reading and Writing
    - B2.2 demonstrate an understanding of a variety of words, acquire and use explicitly taught vocabulary in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context
- C1. Knowledge about Texts
    - C1.1 read and comprehend various texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge
- C2. Comprehension Strategies
    - C2.1 identify and explain prior knowledge from various sources, including personal experiences and learning in other subject

areas, that they can use to make connections and understand new texts

Grade 7: History

- A3. Understanding Historical Context: Events and Their Consequences
    - A3.5 describe some significant aspects of daily life in various First Nations, Métis, and Inuit communities in Canada during this period *(e.g., with reference to housing, clothing, transportation, size of families, gender roles, kinship ties, beliefs and values, celebrations, ceremonies and rituals, spiritual life)*communities, including Indigenous individuals and/or communities

Grade 7: Geography

- A1. Application: Interrelationships between People and the Physical Environment
    - A1.2 compare and contrast the perspectives of some different groups *(e.g., Indigenous peoples living on the land, organic versus large-scale farmers, industrial and agrarian societies, owners of resource-extraction companies, environmental organizations, land developers)* on the challenges and opportunities presented by the natural environment
- B3. Understanding Geographic Context: Using Natural Resources
    - B3.2 describe ways in which people use the natural environment, including specific elements within it, to meet their needs and wants *(e.g., rock is quarried to make building materials, roads; trees are used for lumber for buildings, wood for furniture, pulp for paper, logs for fuel; fossil fuels are used for heating and cooling, to generate energy for industry, to power vehicles, to make plastics; water is used for drinking, irrigation, to produce electricity, to cool nuclear reactors; animals are used for food, clothing, recreation; the natural environment enables people to live off the land and provides opportunities for relaxation, education, and/or recreation)*

    - B3.4 describe the perspectives of different groups (e.g., a traditional indigenous community, an environmental organization, a multinational mining or forestry company, the residents of a resource town) regarding the use of the natural environment to meet human needs

Grade 7: Language

- A3. Applications, Connections, and Contributions
    - A3.2 demonstrate an understanding of the historical contexts, contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring the concepts of identity, self, and sense of belonging in a variety of culturally responsive and relevant texts
    - A3.3 explain themes explored in First Nations, Métis, and Inuit cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing
- B2. Language Foundations for Reading and Writing
    - B2.2 demonstrate an understanding of a wide variety of words, acquire and use explicitly taught vocabulary flexibly in various contexts, including other subject areas, and use generalized morphological knowledge to analyze and understand new words in context
- C1. Knowledge about Texts
    - C1.1 read and comprehend various complex texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge
- C2. Comprehension Strategies
    - C2.1 identify and explain prior knowledge from various sources, including personal experiences and learning in other subject areas, that they can use to make connections and understand new texts

Grade 8: Language

- A3. Applications, Connections, and Contributions

    - A3.2 demonstrate an understanding of the historical contexts, contributions, lived experiences, and perspectives of a diversity of individuals and communities, including those in Canada, by exploring and analyzing the concepts of identity, self, and sense of belonging in a variety of culturally responsive and relevant texts
    - A3.3 analyze themes explored in First Nations, Métis, and Inuit cultures to demonstrate an understanding of the varied identities, perspectives, relationships, legacies, truths, and ways of knowing, being, and doing
- B2. Language Foundations for Reading and Writing
    - B2.2 demonstrate an understanding of a wide variety of words, acquire and use explicitly taught vocabulary flexibly in various contexts, including other subject areas, and use consolidated morphological knowledge to analyze and understand new words in context
- C1. Knowledge about Texts
    - C1.1 read and comprehend various complex texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge
- C2. Comprehension Strategies
    - C2.1 identify and explain prior knowledge from various sources, including personal experiences and learning in other subject areas, that they can use to make connections and understand new texts

Quebec Curriculum

Grade 2: English Language Arts

- Reading Strategies
    - Prior knowledge and personal experience of the content of a text
- Response Process and Reading
    - Use of personal, social and cultural background and experiences to interpret texts

Grade 3: English Language Arts

- Reading Strategies
    - Prior knowledge and personal experience of the content of a text
    - Use of different strategies according to her/his purpose for reading, e.g. skimming for information and/or skipping unimportant parts
- Response Process and Reading
    - Use of personal, social and cultural background and experiences to interpret texts

Grade 4: English Language Arts

- Reading Strategies
    - Prior knowledge and personal experience of the content of a text
    - Use of different strategies according to her/his purpose for reading, e.g. skimming for information and/or skipping unimportant parts
- Response Process and Reading
    - Use of personal, social and cultural background and experiences to interpret texts

Grade 5: English Language Arts

- Reading Strategies
    - Prior knowledge and personal experience of the content of a text
    - Use of different strategies according to her/his purpose for reading, e.g. skimming for information and/or skipping unimportant parts
- Response Process and Reading
    - Use of personal, social and cultural background and experiences to interpret texts

Grade 6: English Language Arts

- Reading Strategies
    - Prior knowledge and personal experience of the content of a text
    - Use of different strategies according to her/his purpose for reading, e.g. skimming for information and/or skipping unimportant parts
- Response Process and Reading
    - Use of personal, social and cultural background and experiences to interpret texts

Grade 7: English Language Arts

- Reader's Stance: Constructing a Reading of a Text
    - Focuses on making sense of information in a text to construct an efferent reading, e.g. reads print and visual information with the intention of remembering details/examples and/or of following instructions, rereads to verify meaning(s) s/he is making, relates to personal experience and prior knowledge
- Reading Strategies: Text Grammars (Structures, Features, Codes and Conventions)
    - Draws on cues in familiar structures, features, codes and conventions to make sense of texts

Grade 8: English Language Arts

- Reader's Stance: Constructing a Reading of a Text
    - Focuses on making sense of information in a text to construct an efferent reading, e.g. reads print and visual information with the intention of remembering details/examples and/or of following instructions, rereads to verify meaning(s) s/he is making, relates to personal experience and prior knowledge
- Reading Strategies: Text Grammars (Structures, Features, Codes and Conventions)
    - Draws on cues in familiar structures, features, codes and conventions to make sense of texts

New Brunswick Curriculum

Grade 2: Social Studies

- 2.2.2 Students will be expected to demonstrate an understanding that technology has changed over time to meet their needs, wants, and interests.
    - identify examples of different types of technology
    - describe how lifestyles of the past were different from today due to technological changes
- 2.5.3 Students will be expected to describe how people's interactions with the environment have changed over time
    - give examples of how Aboriginal peoples interacted with the environment
    - describe how people depended on their environment to survive and to build communities

- 2.5.4 Students will be expected to demonstrate an understanding of sustainable development and its importance to our future.
    - identify various physical environments and natural resources (local, national and global)
    - describe the impact that humans have on the environment

Grade 2: English Language Arts

- Big Idea: Vocabulary: Use a range of vocabulary when communicating.
    - Connect prior knowledge of words and word meanings to new words and themes
- Big Idea: Reading Comprehension: Construct meaning from printed text when being read to and when reading independently.
    - Use context to support comprehension
- Big Idea: Text Analysis: Select and engage with a variety of text forms for specific uses.
    - Read or view a variety of text forms for interest or learning needs in first or additional languages
    - Refer to various text forms for knowledge, entertainment, interest, and information

Grade 3: Social Studies

- 3.2.1 examine the diverse peoples in their province
- 3.2.2 examine how diverse peoples in their province express their culture

Grade 3: English Language Arts

- 4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.
- 5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Grade 4: Social Studies

- 4.3.3 Examine the relationship between humans and the physical environment

Grade 4: English Language Arts

- 4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.
    - select, with growing independence, texts appropriate to their interests and learning needs

    - use pictures and illustrations, word structures, and text features (e.g., table of contents, headings and subheadings, glossaries, structures of narrative and expository texts, key ideas, and margin notes) to locate topics and obtain or verify understandings of information
- 5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
    - answer, with assistance, their own and others' questions by seeking information from a variety of texts

Grade 5: Social Studies

- 5.4.1 Demonstrate an understanding of the diverse societies of First Nations and Inuit in what later became Canada

Grade 5: English Language Arts

- 4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.
    - select, independently, texts appropriate to their interests and learning needs
    - use pictures and illustrations, word structures, and text features (e.g., table of contents, headings and sub-headings, glossaries, indices, structures of narrative and different types of expository texts, key ideas, and margin notes) to locate topics and obtain or verify their understanding of information
- 5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
    - answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts

Grade 6: Social Studies

- 6.2.2 Assess the relationship between culture and environment in a selected cultural region

Grade 6: English Language Arts

- 4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.
    - select, independently, texts appropriate to their range of interests and learning needs

    - use a wider range of pictorial, typographical, and organizational features of written texts to obtain, verify, and reinforce their understanding of information
- 5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
    - answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts

Grade 7: English Language Arts

- 4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts
- 5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies

Grade 8: English Language Arts

- 4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts
- 5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies

Nova Scotia Curriculum

Grade 2: English

- Learners will demonstrate a variety of ways to comprehend and select from a range of culturally diverse texts.
    - use all sources of information (meaning, structure, visual) to search, monitor, check, and self-correct
    - use a variety of word-solving strategies
    - demonstrate understanding within and beyond the text
    - begin to infer meaning within and beyond a variety of culturally relevant texts
    - begin to discuss how prior knowledge supports comprehension of culturally relevant text
- Learners will respond personally and critically to a range of culturally diverse texts
    - make meaningful personal connections that enhance comprehension

    - recognize different points of view of the author of print and/or digital text
    - begin to develop an understanding and respect for diversity

Grade 3: English Language Arts

- Learners will demonstrate a variety of ways to comprehend and select from a range of culturally diverse texts
    - use all sources of information (meaning, structure, visual) to search, monitor, check, and self correct)
    - apply a variety of word-solving strategies
    - demonstrate comprehension—thinking within, thinking about, and thinking beyond the text
    - infer meaning within and beyond a variety of texts
    - discuss how prior knowledge supports comprehension of culturally relevant text
- Learners will respond personally and critically to a range of culturally diverse texts.
    - make meaningful personal connections that enhance comprehension
    - recognize different points of view

Grade 4: Social Studies

- 4.3.3 examine the relationship between humans and the physical environment

Grade 4: English

- Learners will demonstrate a variety of ways to select and comprehend from a range of culturally diverse print and digital texts.
    - Use all sources of information (meaning, structure, visual) to search, check, self monitor
    - Apply a repertoire of comprehension strategies to actively construct meaning with grade-appropriate texts
- Learners will select, interpret, and combine information from culturally diverse contexts
    - Use some text features in print and digital media to access information
    - Interpret relevant information from selected sources, with guidance

Grade 5: Social Studies

- 5.4.1 Learners will investigate the diverse societies of First Nations and Inuit, in what later became Canada.

Grade 5: English Language Arts

- Learners will demonstrate a variety of ways to select and comprehend from a range of culturally diverse print and digital texts.
    - Use all sources of information (meaning, structure, visual) to search, check, self-monitor, and self-correct with grade appropriate, instructional-level text
    - Apply a variety of word-solving strategies with increasing Independence.
- Learners will select, interpret, and combine information in multicultural contexts
    - Use a variety of text features in print and digital media to access information with increasing independence

Grade 6: Social Studies

- 6.2.2 assess the relationship between culture and environment in a selected cultural region
    - analyze how the way of life in this culture is influenced by its physical environment(s)

Grade 6: English

- Learners will demonstrate a variety of ways to select and comprehend from a range of culturally diverse print and digital texts
    - Use all sources of information (meaning, structure, visual) to search, check, self-monitor, and self-correct with grade appropriate, instructional-level text
    - Monitor and self-correct with independence and automaticity with grade-appropriate, instructional-level text
    - Use a range of fiction and nonfiction text features to support comprehension with increasing independence, using grade appropriate texts
    - Apply a repertoire of comprehension strategies to actively construct meaning with grade appropriate texts
- Learners will select, interpret, and combine information in multicultural contexts
    - Use text features in print and digital media to access information Independently

Grade 7: English

- Learners will comprehend a range of communication forms using listening strategies, reading strategies, and viewing strategies

Grade 8: English

- Learners will comprehend a range of communication forms using listening strategies, reading strategies, and viewing strategies.

PEI Curriculum

Grade 2: Social Studies

- 2.2.2 demonstrate an understanding that people have changed technology over time to meet their needs, wants, and interests
- 2.4.2 describe how people's interactions with their environment have changed over time

Grade 2: Language Arts

- Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.
    - regard reading/viewing as sources of interest, enjoyment, and information
    - use some features of written text to determine content, locate topics, and obtain information
    - use a combination of cues (semantic, syntactic, graphophonic, and pragmatic) to sample, predict, and monitor/ self-correct

Grade 3: Socials Studies

- 3.2.1 examine the diverse peoples in their province
- 3.2.2 examine how diverse peoples in their province express their culture

Grade 3: Language Arts

- Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.
    - select, independently and with teacher assistance, texts appropriate to their interests and learning needs
    - use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information
    - use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning

Grade 4: Social Studies

- 4.3.3 examine the relationship between humans and the physical environment

Grade 4: Language Arts

- Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.
    - Select, with growing independence, texts appropriate to their interests and learning needs
    - use pictures and illustrations, word structure, and text features (e.g., table of contents, headings and subheading, glossaries, structure of narrative and expository texts, key ideas and margin notes) to locate topics and obtain or verify understandings of information
    - use and integrate the pragmatic, semantic, syntactic, and graphophonic cueing systems (including context clues; word order, suffixes, compound words, contractions, and singular and plural words) and a range of strategies to construct meaning
- Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
    - answer, with assistance, their own and others' questions by seeking information from a variety of texts

Grade 5: Socials Studies

- 5.4.1 demonstrate an understanding of the diverse societies of First Nations and Inuit in what later became Canada

Grade 5: Language Arts

- Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.
    - Select, independently, texts appropriate to their interests and learning needs
    - use pictures and illustrations, word structure, and text features (e.g., table of contents, headings and subheading, glossaries, indices, structure of narrative and different types of expository texts, key ideas and margin notes) to locate topics and obtain or verify understandings of information
    - use and integrate the pragmatic, semantic, syntactic, and graphophonic cueing systems (including context clues; word order; structural analysis to identify roots, prefixes and suffixes)

and a range of strategies to construct meaning; use a dictionary to determine word meaning in context
- Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
    - answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts

Grade 6: Language Arts

- Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.
    - Select, independently, texts appropriate to their interests and learning needs
    - Use a wider range of pictorial, typographical, and organizational features of written texts to obtain, verify, and reinforce their understanding of information
    - Use and integrate various cueing systems and a variety of strategies with increasing independence to construct meaning
- Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
    - answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts

Grade 7: Socials Studies

- SCO2 demonstrate an understanding of the culture, traditions, and worldviews of the Mi'kmaq and other Indigenous Peoples.
    - a. demonstrate an understanding of the diverse societies of First Nations and Inuit, in what later became Canada

Grade 7: Language Arts

- GCO 4: Select, read, and view with understanding a range of literature, information, media, and visual texts.
    - a. read and experience a wide variety of young adult fiction and literature from different provinces, countries, and cultures, including selections from Indigenous perspectives
    - c. use before, during, and after reading strategies to make meaning of text
- GCO 5: Interpret, select, and combine information using a variety of strategies, resources, and technologies.

    - a. use before, during, and after reading strategies to make meaning of text;

Grade 8: Socials Studies

Grade 8: Language Arts

- GCO 4: Select, read, and view with understanding a range of literature, information, media, and visual texts.
    - a. read and experience a wide variety of young adult fiction and literature from different provinces, countries, and cultures, including selections from Indigenous perspectives;
    - c. use before, during, and after reading strategies to make meaning of text;
- GCO 5: Interpret, select, and combine information using a variety of strategies, resources, and technologies.
    - a. use before, during, and after reading strategies to make meaning of text

Newfoundland and Labrador Curriculum

Grade 2: Socials Studies

- 2.2.2 demonstrate an understanding that people have changed technology over time to meet their needs, wants, and interests
    - describe how lifestyles of the past are different from today due to technological changes
- 2.4.2 describe how people's interactions with their environment have changed over time
    - give examples of how Aboriginal peoples interacted with the environment
    - describe how people depended on their environment to survive and build communities
- 2.4.3 demonstrate an understanding of sustainable development and its importance to our future (local, national, and global)
    - identify and locate a variety of environments and natural resources (local, national, and global)
    - describe sustainability issues (local, national, and global)

Grade 2: English Language Arts

- GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual text.
    - select, independently and with teacher assistance, texts appropriate to their interests and learning needs
    - use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information
    - use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning
- 17.0 select a variety of texts, forms, and genres appropriate for specific purposes
- 18.0 use text features before, during, and after reading to help construct meaning
- GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
    - answer, with assistance, their questions and those of others by seeking information from a variety of texts

Grade 3: English Language Arts

- GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual text.
    - select, independently and with teacher assistance, texts appropriate to their interests and learning needs
    - use pictorial, typographical, and organizational features of written text to determine content, locate topics, and obtain information
    - use and integrate, with support, the various cueing systems (pragmatic, semantic, syntactic, and graphophonic) and a range of strategies to construct meaning
- 16.0 select a variety of text types, forms, and genres appropriate for specifi c purposes
- 17.0 use text features before, during, and after reading to help construct meaning
- 18.0 use strategies to make sense of texts
- GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.

    - answer, with assistance, their questions and those of others by seeking information from a variety of texts

Grade 4: Social Studies

- 7.0 – The student will be expected to demonstrate an understanding of the relationship between humans and the physical environment
    - 7.1 Describe the benefits the physical environment offers humans
    - 7.2 Describe the challenges posed by the physical environment
    - 7.3 Explain the impact that human activity has on the physical environment

Grade 4: English Language Arts

- GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.
    - select, independently, texts appropriate to their range of interests and learning needs
    - use a wider range of pictorial, typographical and organizational features of written texts to obtain, verify and reinforce their understanding of information
    - use and integrate the various cueing systems and a variety of strategies with increasing independence to construct meaning
- 4.1 select and read a variety of texts, forms, and genres appropriate for specific purposes
- 4.2 use text structures to construct meaning
- 4.3 use text features to construct meaning
- 4.4 use strategies to make sense of texts
- GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
    - use a range of reference texts and a data base or electronic search to facilitate the selection process

Grade 5: Socials Studies

- 4.0 - Students are expected to explain the diversity of First Nation and Inuit societies in what later became Canada (c. 1000-1400 CE)
    - 4.2 explain how human environmental interactions influenced societies

Grade 5: English Language Arts

- GCO4 select, read, and view with understanding a range of literature, information, media, and visual texts
- 4.1 use cueing systems to construct meaning
- 4.2 select appropriate texts
- GCO5 interpret, select, and combine information using a variety of strategies, resources, and technologies
- 5.2 select information from a variety of sources
- 5.3 interpret relevant information from selected sources

Grade 6: Socials Studies

- 6.2.2 Assess the relationship between culture and environment in a selected cultural region
    -

Grade 6: English Language Arts

- GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual text.
    - select, independently, texts appropriate to their range of interests and learning needs
    - use a wider range of pictorial, typographical and organizational features of written texts to obtain, verify and reinforce their understanding of information
    - use and integrate the various cueing systems and a variety of strategies with increasing independence to construct meaning
- 9.0 integrate cueing systems to construct meaning
- 10.0 select texts that are appropriate to their interests and learning needs
- 11.0 integrate effective reading and viewing strategies
- GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
- 16.0 select a variety of informational sources

Grade 7: Socials Studies

Grade 7: English Language Arts

- GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual text.

    - select texts that address their learning needs and range of special interests
    - demonstrate an understanding that information texts are constructed for particular purposes
    - use cueing systems and a variety of strategies to construct meaning in reading and viewing increasingly complex print and media texts
- 4.1 identify and select texts that meet their needs and interests
- 4.2 explore how text features help to create meaning
- 4.3 identify a variety of reading and viewing processes and strategies to construct meaning from texts
- GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
    - independently access and select specific information to meet personal and learning needs

Grade 8: English Language Arts

- GCO 4: Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual text.
    - select texts that address their learning needs and range of special interests
    - demonstrate an understanding that information texts are constructed for particular purposes
    - use cueing systems and a variety of strategies to construct meaning in reading and viewing increasingly complex print and media texts
    - 4.1 identify and select texts that meet their needs and interests
    - 4.3 use a variety of reading and viewing processes and strategies to construct meaning from texts
- GCO 5: Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.
    - Independently access and select specific information to meet personal and learning needs

Northwest Territories Curriculum

Grade 2: Social Studies

- VCC-006A Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.

- KL-021 Give examples of ways in which the natural environment defines daily life in communities studied.
- KL-022 Explain the importance of conserving or restoring natural resources.
- KT-026 Identify ways in which life in Canadian communities has changed over time.

Grade 2: English Language Arts

- 2.1.1 a. Identifies connections and begins to discuss the differences between personal experiences, prior knowledge and newly learned information from texts (oral, print and other media)
- 2.1.2 b. Uses key thinking and/or comprehension strategies to construct and confirm understanding, with guidance
- 2.1.2 c. Begins to understand what is read, using texts with an appropriate complexity of content and sophistication of style
- 2.1.2 d. Begins to set a purpose for listening, viewing, or reading to anticipate meaning
- 2.1.3 a. Uses textual cues (organizational structure) to anticipate, construct and confirm meaning from narrative texts (oral, print and other media)
- 2.1.3 b. Uses textual cues (organizational structure) to anticipate, construct and confirm meaning from expository texts (oral, print and other media)
- 2.1.4 a. Continues to develop decoding strategies in context
- 2.1.5 a. Reads familiar words and unfamiliar words, in context
- 2.1.5 b. Reads for meaning; monitors and self-corrects
- 2.2.1 a. Listens to/reads/views stories represented through oral, print, and other media texts from diverse cultures
- 2.2.1 b. Sets a purpose for reading
- 2.2.1 c. Explores a variety of narrative texts (oral, print, and other media)
- 2.2.1 d. Explores a variety of expository texts (oral, print, and other media)
- 2.3.3 b. Extends vocabulary while speaking reading, and writing

Grade 3: Social Studies

- KL-018 Give examples of the use of natural resources in communities studied.
- KL -019 Recognize that people have diverse ways of living on or with the land.
- VL-006 Value the land for what it provides for communities.
- VL-006A Appreciate the sacredness of living on and with the land.

- KT-021 Recognize the continuity of cultures, traditions, and practices over time.
- KE-035 Give examples of work, goods, and technologies in communities studied.
- KE-036 Give examples of how the natural environment influences work, goods, technologies, and trade in communities studied.
- KE-037 Describe diverse ways in which communities meet their members' needs.
- VE-012 Value the contributions individuals make to their communities.

Grade 3: English Language Arts

- 1.2.1 a. Draws simple conclusions based on connections
- 2.1.1 a. Identifies connections and discusses the differences between personal experiences, prior knowledge and newly learned information from texts (oral, print and other media)
- 2.1.2 b. Uses key thinking and/or comprehension strategies to construct and confirm understanding, with guidance
- 2.1.2 d. Understands what is read, using texts with an appropriate complexity of content and sophistication of style
- 2.1.2 e. Sets a purpose for listening, viewing, or reading to anticipate meaning
- 2.1.3 a. Uses textual cues (organizational structure) to anticipate, construct and confirm meaning from narrative texts (oral, print and other media)
- 2.1.3 b. Uses textual cues (organizational structure) to anticipate, construct and confirm meaning from expository texts (oral, print and other media)
- 2.1.4 a. Reads for meaning; monitors and self-corrects
- 2.2.1 a. Listens to/reads/views stories represented through oral, print, and other media texts from diverse cultures
- 2.2.1 b. Sets a purpose for reading
- 2.2.1 c. Explores a variety of narrative texts (oral, print, and other media)
- 2.2.1 d. Explores a variety of expository texts (oral, print, and other media)
- 2.3.3 a. Extends vocabulary while speaking reading, and writing

Grade 4: Social Studies

- 4-V-I-004 value the First Peoples of this land
- 4-K-L-012 demonstrate awareness of Aboriginal peoples' traditional relationships with the land and each other

- 4-K-L-012A demonstrate understanding of how the land determined the roles, identities, values, beliefs, traditions, activities, customs, art, transportation, technologies, shelters and clothing of First Peoples
- 4-K-T-017 demonstrate an understanding of traditional ways of life (including roles and approaches to learning)
- 4-V-E-008 demonstrate respect for the land
- 4-V-E-008A demonstrate respectful relationship with the land
- 4-V-L-010 appreciate how changing ways of relating to the land affected the way people lived (ie: animals which had been used primarily for food, clothing and shelter becoming a source of income)

Grade 4: Language Arts

- 1.2.1 a. Begins to research tentative conclusions based on the connections between prior and new experiences, observations, information, ideas, and/or knowledge
- 2.1.2 b. Uses key thinking and/or comprehension strategies to construct and confirm understanding
- 2.1.2 c. Understand what is read, using texts with an appropriate complexity of content and sophistication of style
- 2.1.2 e. Sets a purpose for listening, viewing or reading to anticipate meaning
- 2.1.3 a. Uses textual clues (organizational structure) to anticipate, construct, and confirm meaning from narrative texts (oral, print, and other media)
- 2.1.3 b. Uses textual clues (organizational structure) to anticipate, construct, and confirm meaning from expository texts (oral, print, and other media)
- 2.1.4 a. Reads for meaning; monitors and self-corrects
- 2.1.4 d. Selects and uses a variety of strategies to construct and confirm meaning of both known and unknown words
- 2.2.1 a. Listens to/reads/views stories represented through oral, print, and other media texts from diverse cultures
- 2.2.1 b. Sets a purpose for reading
- 2.2.1 c. Explores a variety of narrative texts (oral, print, and other media)
- 2.2.1 d. Explores a variety of expository texts (oral, print, and other media)

Grade 5: Social Studies

- KI-006-Compare daily life in diverse First Peoples communities before contact with Europeans. Example: food, clothing, shelter, decision-

making and types of leadership (consensus, democracy, hereditary right, matriarchy) roles of men, women, children, Elders

Grade 5: English Language Arts

- 1.2.1 a. Research tentative conclusions based on the connections between prior and new experiences, observations, information, ideas, and/or knowledge
- 2.1.2 b. Uses key thinking and/or comprehension strategies to construct and confirm understanding
- 2.1.2 c. Understand what is read, using texts with an appropriate complexity of content and sophistication of style
- 2.1.2 e. Sets a purpose for listening, viewing or reading to anticipate meaning
- 2.1.3 a. Uses textual clues (organizational structure) to anticipate, construct, and confirm meaning from narrative texts (oral, print, and other media)
- 2.1.3 b. Uses textual clues (organizational structure) to anticipate, construct, and confirm meaning from expository texts (oral, print, and other media)
- 2.1.4 a. Reads for meaning; monitors and self-corrects
- 2.1.4 d. Selects and uses a variety of strategies to construct and confirm meaning of both known and unknown words
- 2.2.1 a. Listens to/reads/views stories represented through oral, print, and other media texts from diverse cultures
- 2.2.1 b. Sets a purpose for reading
- 2.2.1 c. Explores a variety of narrative texts (oral, print, and other media)
- 2.2.1 d. Explores a variety of expository texts (oral, print, and other media)

Grade 6: English Language Arts

- 1.2.1 a. Begins to apply current understandings and/or conclusions to new contexts
- 2.1.2 b. Uses key thinking and/or comprehension strategies to construct and confirm understanding
- 2.1.2 c. Understand what is read, using texts with an appropriate complexity of content and sophistication of style
- 2.1.2 e. Sets a purpose for listening, viewing or reading to anticipate meaning
- 2.1.3 a. Uses textual clues (organizational structure) to anticipate, construct, and confirm meaning from narrative texts (oral, print, and other media)

- 2.1.3 b. Uses textual clues (organizational structure) to anticipate, construct, and confirm meaning from expository texts (oral, print, and other media)
- 2.1.4 a. Reads for meaning; monitors and self-corrects
- 2.1.4 d. Selects and uses a variety of strategies to construct and confirm meaning of both known and unknown words
- 2.2.1 a. Listens to/reads/views stories represented through oral, print, and other media texts from diverse cultures
- 2.2.1 b. Sets a purpose for reading
- 2.2.1 c. Explores a variety of narrative texts (oral, print, and other media)
- 2.2.1 d. Explores a variety of expository texts (oral, print, and other media)

Grade 7: English Language Arts

- 1.2.1 a. Applies current understandings and/or conclusions to new contexts
- 2.1.2 b. Selects and uses thinking and/or comprehension strategies to construct and confirm meaning
- 2.1.2 c. Monitors understanding of texts (oral, print and other media) with an appropriate complexity of content and sophistication of style
- 2.1.2 e. Sets a purpose for listening, viewing, or reading to anticipate meaning
- 2.1.3 a. Uses textual clues (organizational features and structure) to anticipate, construct, and confirm meaning from narrative texts (oral, print, and other media)
- 2.1.3 b. Uses textual clues (organizational features and structure) to anticipate, construct, and confirm meaning from expository texts (oral, print, and other media)
- 2.1.4 a. Selects and uses a variety of strategies to construct and confirm of both known and unknown words
- 2.2.1 a. Sets a purpose for reading/listening to/viewing oral, print, and other media texts from diverse cultures

Grade 8: English Language Arts

- 1.2.1 a. Revises understanding and/or conclusions based on new information
- 2.1.2 b. Selects, adapts and uses thinking and/or comprehension strategies to construct and confirm meaning
- 2.1.2 c. Monitors understanding of texts (oral, print and other media) with an appropriate complexity of content and sophistication of style

- 2.1.2 e. Sets a purpose for listening, viewing, or reading to anticipate meaning
- 2.1.3 a. Uses textual clues (organizational features and structure) to anticipate, construct, and confirm meaning from narrative texts (oral, print, and other media)
- 2.1.3 b. Uses textual clues (organizational features and structure) to anticipate, construct, and confirm meaning from expository texts (oral, print, and other media)
- 2.1.4 a. Selects, adapts, and uses a variety of strategies to construct and confirm of both known and unknown words
- 2.2.1 a. Sets a purpose for reading/listening to/viewing oral, print, and other media texts from diverse cultures

Nunavut Curriculum

Grade 2: Social Studies

- VCC-006A Demonstrate interest in the shared experiences and stories of members of Aboriginal communities in Canada.
- KL-021 Give examples of ways in which the natural environment defines daily life in communities studied.
- KL-022 Explain the importance of conserving or restoring natural resources.
- KT-026 Identify ways in which life in Canadian communities has changed over time.

Grade 2: English Language Arts

- 2.1.1 a. Identifies connections and begins to discuss the differences between personal experiences, prior knowledge and newly learned information from texts (oral, print and other media)
- 2.1.2 b. Uses key thinking and/or comprehension strategies to construct and confirm understanding, with guidance
- 2.1.2 c. Begins to understand what is read, using texts with an appropriate complexity of content and sophistication of style
- 2.1.2 d. Begins to set a purpose for listening, viewing, or reading to anticipate meaning
- 2.1.3 a. Uses textual cues (organizational structure) to anticipate, construct and confirm meaning from narrative texts (oral, print and other media)

- 2.1.3 b. Uses textual cues (organizational structure) to anticipate, construct and confirm meaning from expository texts (oral, print and other media)
- 2.1.4 a. Continues to develop decoding strategies in context
- 2.1.5 a. Reads familiar words and unfamiliar words, in context
- 2.1.5 b. Reads for meaning; monitors and self-corrects
- 2.2.1 a. Listens to/reads/views stories represented through oral, print, and other media texts from diverse cultures
- 2.2.1 b. Sets a purpose for reading
- 2.2.1 c. Explores a variety of narrative texts (oral, print, and other media)
- 2.2.1 d. Explores a variety of expository texts (oral, print, and other media)
- 2.3.3 b. Extends vocabulary while speaking reading, and writing

Grade 3: Social Studies

- KL-018 Give examples of the use of natural resources in communities studied.
- KL -019 Recognize that people have diverse ways of living on or with the land.
- VL-006 Value the land for what it provides for communities.
- VL-006A Appreciate the sacredness of living on and with the land.
- KT-021 Recognize the continuity of cultures, traditions, and practices over time.
- KE-035 Give examples of work, goods, and technologies in communities studied.
- KE-036 Give examples of how the natural environment influences work, goods, technologies, and trade in communities studied.
- KE-037 Describe diverse ways in which communities meet their members' needs.
- VE-012 Value the contributions individuals make to their communities.

Grade 3: English Language Arts

- 1.2.1 a. Draws simple conclusions based on connections
- 2.1.1 a. Identifies connections and discusses the differences between personal experiences, prior knowledge and newly learned information from texts (oral, print and other media)
- 2.1.2 b. Uses key thinking and/or comprehension strategies to construct and confirm understanding, with guidance
- 2.1.2 d. Understands what is read, using texts with an appropriate complexity of content and sophistication of style
- 2.1.2 e. Sets a purpose for listening, viewing, or reading to anticipate meaning

- 2.1.3 a. Uses textual cues (organizational structure) to anticipate, construct and confirm meaning from narrative texts (oral, print and other media)
- 2.1.3 b. Uses textual cues (organizational structure) to anticipate, construct and confirm meaning from expository texts (oral, print and other media)
- 2.1.4 a. Reads for meaning; monitors and self-corrects
- 2.2.1 a. Listens to/reads/views stories represented through oral, print, and other media texts from diverse cultures
- 2.2.1 b. Sets a purpose for reading
- 2.2.1 c. Explores a variety of narrative texts (oral, print, and other media)
- 2.2.1 d. Explores a variety of expository texts (oral, print, and other media)
- 2.3.3 a. Extends vocabulary while speaking reading, and writing

Grade 4: Social Studies

- 4-V-I-004 value the First Peoples of this land
- 4-K-L-012 demonstrate awareness of Aboriginal peoples' traditional relationships with the land and each other
- 4-K-L-012A demonstrate understanding of how the land determined the roles, identities, values, beliefs, traditions, activities, customs, art, transportation, technologies, shelters and clothing of First Peoples
- 4-K-T-017 demonstrate an understanding of traditional ways of life (including roles and approaches to learning)
- 4-V-E-008 demonstrate respect for the land
- 4-V-E-008A demonstrate respectful relationship with the land
- 4-V-L-010 appreciate how changing ways of relating to the land affected the way people lived (ie: animals which had been used primarily for food, clothing and shelter becoming a source of income)

Grade 4: Language Arts

- 1.2.1 a. Begins to research tentative conclusions based on the connections between prior and new experiences, observations, information, ideas, and/or knowledge
- 2.1.2 b. Uses key thinking and/or comprehension strategies to construct and confirm understanding
- 2.1.2 c. Understand what is read, using texts with an appropriate complexity of content and sophistication of style
- 2.1.2 e. Sets a purpose for listening, viewing or reading to anticipate meaning

- 2.1.3 a. Uses textual clues (organizational structure) to anticipate, construct, and confirm meaning from narrative texts (oral, print, and other media)
- 2.1.3 b. Uses textual clues (organizational structure) to anticipate, construct, and confirm meaning from expository texts (oral, print, and other media)
- 2.1.4 a. Reads for meaning; monitors and self-corrects
- 2.1.4 d. Selects and uses a variety of strategies to construct and confirm meaning of both known and unknown words
- 2.2.1 a. Listens to/reads/views stories represented through oral, print, and other media texts from diverse cultures
- 2.2.1 b. Sets a purpose for reading
- 2.2.1 c. Explores a variety of narrative texts (oral, print, and other media)
- 2.2.1 d. Explores a variety of expository texts (oral, print, and other media)

Grade 5: Social Studies

- KI-006-Compare daily life in diverse First Peoples communities before contact with Europeans. Example: food, clothing, shelter, decision-making and types of leadership (consensus, democracy, hereditary right, matriarchy) roles of men, women, children, Elders

Grade 5: English Language Arts

- 1.2.1 a. Research tentative conclusions based on the connections between prior and new experiences, observations, information, ideas, and/or knowledge
- 2.1.2 b. Uses key thinking and/or comprehension strategies to construct and confirm understanding
- 2.1.2 c. Understand what is read, using texts with an appropriate complexity of content and sophistication of style
- 2.1.2 e. Sets a purpose for listening, viewing or reading to anticipate meaning
- 2.1.3 a. Uses textual clues (organizational structure) to anticipate, construct, and confirm meaning from narrative texts (oral, print, and other media)
- 2.1.3 b. Uses textual clues (organizational structure) to anticipate, construct, and confirm meaning from expository texts (oral, print, and other media)
- 2.1.4 a. Reads for meaning; monitors and self-corrects
- 2.1.4 d. Selects and uses a variety of strategies to construct and confirm meaning of both known and unknown words

- 2.2.1 a. Listens to/reads/views stories represented through oral, print, and other media texts from diverse cultures
- 2.2.1 b. Sets a purpose for reading
- 2.2.1 c. Explores a variety of narrative texts (oral, print, and other media)
- 2.2.1 d. Explores a variety of expository texts (oral, print, and other media)

Grade 6: English Language Arts

- 1.2.1 a. Begins to apply current understandings and/or conclusions to new contexts
- 2.1.2 b. Uses key thinking and/or comprehension strategies to construct and confirm understanding
- 2.1.2 c. Understand what is read, using texts with an appropriate complexity of content and sophistication of style
- 2.1.2 e. Sets a purpose for listening, viewing or reading to anticipate meaning
- 2.1.3 a. Uses textual clues (organizational structure) to anticipate, construct, and confirm meaning from narrative texts (oral, print, and other media)
- 2.1.3 b. Uses textual clues (organizational structure) to anticipate, construct, and confirm meaning from expository texts (oral, print, and other media)
- 2.1.4 a. Reads for meaning; monitors and self-corrects
- 2.1.4 d. Selects and uses a variety of strategies to construct and confirm meaning of both known and unknown words
- 2.2.1 a. Listens to/reads/views stories represented through oral, print, and other media texts from diverse cultures
- 2.2.1 b. Sets a purpose for reading
- 2.2.1 c. Explores a variety of narrative texts (oral, print, and other media)
- 2.2.1 d. Explores a variety of expository texts (oral, print, and other media)

Grade 7: English Language Arts

- 1.2.1 a. Applies current understandings and/or conclusions to new contexts
- 2.1.2 b. Selects and uses thinking and/or comprehension strategies to construct and confirm meaning
- 2.1.2 c. Monitors understanding of texts (oral, print and other media) with an appropriate complexity of content and sophistication of style

- 2.1.2 e. Sets a purpose for listening, viewing, or reading to anticipate meaning
- 2.1.3 a. Uses textual clues (organizational features and structure) to anticipate, construct, and confirm meaning from narrative texts (oral, print, and other media)
- 2.1.3 b. Uses textual clues (organizational features and structure) to anticipate, construct, and confirm meaning from expository texts (oral, print, and other media)
- 2.1.4 a. Selects and uses a variety of strategies to construct and confirm of both known and unknown words
- 2.2.1 a. Sets a purpose for reading/listening to/viewing oral, print, and other media texts from diverse cultures

Grade 8: English Language Arts

- 1.2.1 a. Revises understanding and/or conclusions based on new information
- 2.1.2 b. Selects, adapts and uses thinking and/or comprehension strategies to construct and confirm meaning
- 2.1.2 c. Monitors understanding of texts (oral, print and other media) with an appropriate complexity of content and sophistication of style
- 2.1.2 e. Sets a purpose for listening, viewing, or reading to anticipate meaning
- 2.1.3 a. Uses textual clues (organizational features and structure) to anticipate, construct, and confirm meaning from narrative texts (oral, print, and other media)
- 2.1.3 b. Uses textual clues (organizational features and structure) to anticipate, construct, and confirm meaning from expository texts (oral, print, and other media)
- 2.1.4 a. Selects, adapts, and uses a variety of strategies to construct and confirm of both known and unknown words
- 2.2.1 a. Sets a purpose for reading/listening to/viewing oral, print, and other media texts from diverse cultures