

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Big Ideas	All communication has a content and structure.	Français langue première 1		
Big Ideas	Aboriginal narratives play an important role in the exploration of individual, family, generational, and community identity.	Français langue première 1		
Content	classification of living and non-living things	Science 1	<ul style="list-style-type: none"> Is it living or non-living? Is it a plant, animal or something else? differences between conventional scientific and indigenous ways of classifying 	•
Content	names of local plants and animals	Science 1	e.g., common, indigenous and scientific	
Content	structural features of living things in the local environment	Science 1	How do stems, roots, leaves, skeleton or no skeleton or exoskeleton, lots of legs, few legs, eyes, etc. help us understand organisms?	
Content	behavioural adaptations of animals in the local environment	Science 1	dormancy, hibernation, nesting, migration, catching food, camouflage (stick bugs), mimicry (fly that looks like bee), territorialism (squirrels fighting), etc.	
Content	specific properties of materials allow us to use them in different ways	Science 1	<ul style="list-style-type: none"> solids keep shape; liquids and gases flow properties of local materials determine use by First Peoples (local examples: cedar for canoes, mountain goat horns used as spoons, etc.) 	•
Content	natural and artificial sources of light and sound (sources)	Science 1	natural sources include the sun; artificial sources include light bulbs, natural sources include crickets; artificial sources include car horns	
Content	properties of light and sound depend on their source and the objects with which they interact	Science 1	<ul style="list-style-type: none"> examples: brightness, colour objects are made visible by radiating their own light or being illuminated by reflected light 	•

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Content	common objects in the sky	Science 1	<ul style="list-style-type: none"> interactions of light with different objects create images and shadows light interactions can make plants grow, make shadows, or cause sunburn, depending on the source and location (seasons depend on light from the sun and how spread out the sun's rays are) plants grow toward light 	•
Content	<p>the knowledge of First Peoples</p> <ul style="list-style-type: none"> shared First Peoples knowledge of the sky local First Peoples knowledge of the local landscape, plants and animals local First Peoples understanding and use of seasonal rounds 	Science 1	<p>e.g., may include oral history with Elder—origins and local stories, Seasonal rounds refers to a pattern of movement from one resource-gathering area to another in a cycle that is followed each year</p>	
Content	local patterns that occur on Earth and in the sky	Science 1	the relationship of local weather to the four seasons in terms of temperature, cloud cover, precipitation, and wind	

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Content	characteristics of the local community that provide organization and meet the needs of the community	Social Studies 1	<ul style="list-style-type: none"> • Sample topics: <ul style="list-style-type: none"> ○ local government ○ public utilities ○ emergency services ○ policing ○ transportation ○ stores ○ characteristics of the local community that provide organization and meet the needs of the community: <ul style="list-style-type: none"> ▪ Sample topics: <ul style="list-style-type: none"> ▪ local government ▪ public utilities ▪ emergency services ▪ policing ▪ transportation ▪ stores ▪ parks and other recreational areas ▪ financial services ○ diverse cultures, backgrounds, and perspectives within the local and other communities: <ul style="list-style-type: none"> ▪ Sample topic: <ul style="list-style-type: none"> ▪ different languages, customs, art, music, traditions, holidays, food, clothing, and dress ○ relationships between a community and its environment: <ul style="list-style-type: none"> ▪ Sample topics: <ul style="list-style-type: none"> ▪ natural resource industries 	○

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			<ul style="list-style-type: none"> ▪ parks and other natural areas ▪ population growth and new construction ▪ water and sewage treatment ▪ Key questions: <ul style="list-style-type: none"> ▪ How does your community depend on the local environment? ▪ What effects do the activities in your community have on the environment? ○ roles, rights, and responsibilities in the local community: <ul style="list-style-type: none"> ▪ Sample topics: <ul style="list-style-type: none"> ▪ individual rights and interests versus the “public interest” ▪ responsibilities to other people and the environment ▪ Key questions: <ul style="list-style-type: none"> ▪ Who gets to make decisions and why? ▪ How do decisions affect different people? ○ key events and developments in the local community, and in local First Peoples communities: <ul style="list-style-type: none"> ▪ Sample topics: <ul style="list-style-type: none"> ▪ community milestones (e.g., the founding of the community, the opening and closing of local 	

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Content	diverse cultures, backgrounds, and perspectives within the local and other communities	Social Studies 1	<ul style="list-style-type: none"> <ul style="list-style-type: none"> <ul style="list-style-type: none"> businesses, the construction of new buildings) <ul style="list-style-type: none"> ▪ celebrations and holidays ▪ cultural events ▪ growth or decline of a community ▪ Key questions: <ul style="list-style-type: none"> ▪ What is the most significant event in your local community’s history? ▪ How is your community different now from what it was like before settlers arrived? ○ natural and human-made features of the local environment: <ul style="list-style-type: none"> ▪ Sample topics: <ul style="list-style-type: none"> ▪ natural features: mountains, forests, waterways, local plants and animals ▪ human-made features: buildings, bridges, dams, dykes ▪ Key question: <ul style="list-style-type: none"> ▪ How does the rural environment differ from the urban environment? ○ parks and other recreational areas ○ financial services • Sample topic: <ul style="list-style-type: none"> ○ different languages, customs, art, music, traditions, holidays, food, clothing, and dress 	○

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Content	relationships between a community and its environment	Social Studies 1	<ul style="list-style-type: none"> • Sample topics: <ul style="list-style-type: none"> ○ natural resource industries ○ parks and other natural areas ○ population growth and new construction ○ water and sewage treatment • Key questions: <ul style="list-style-type: none"> ○ How does your community depend on the local environment? ○ What effects do the activities in your community have on the environment? 	○
Content	roles, rights, and responsibilities in the local community	Social Studies 1	<ul style="list-style-type: none"> • Sample topics: <ul style="list-style-type: none"> ○ individual rights and interests versus the “public interest” ○ responsibilities to other people and the environment • Key questions: <ul style="list-style-type: none"> ○ Who gets to make decisions and why? ○ How do decisions affect different people? 	○
Content	key events and developments in the local community, and in local First Peoples communities	Social Studies 1	<ul style="list-style-type: none"> • Sample topics: <ul style="list-style-type: none"> ○ community milestones (e.g., the founding of the community, the opening and closing of local businesses, the construction of new buildings) ○ celebrations and holidays ○ cultural events ○ growth or decline of a community • Key questions: <ul style="list-style-type: none"> ○ What is the most significant event in your local community’s history? 	○

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Content	natural and human-made features of the local environment	Social Studies 1	<ul style="list-style-type: none"> ○ How is your community different now from what it was like before settlers arrived? • Sample topics: <ul style="list-style-type: none"> ○ natural features: mountains, forests, waterways, local plants and animals ○ human-made features: buildings, bridges, dams, dykes • Key question: <ul style="list-style-type: none"> ○ How does the rural environment differ from the urban environment? 	○
Content	Personal Development	Career Education 1	<ul style="list-style-type: none"> • Identify steps required to help achieve short-term goals • Identify sources of support at home, at school, and in the community 	•
Content	<ul style="list-style-type: none"> • goal-setting strategies • risk taking and its role in self-exploration 	Career Education 1	<p>Examples:</p> <ul style="list-style-type: none"> • Try a new activity • Make a new friend • Volunteer to ask/answer a question • Speak in front of others 	
Content	Connections to Community	Career Education 1	<ul style="list-style-type: none"> • cultural and social awareness • roles and responsibilities at home, at school, and in the local community <p>achieved by exploring self-identity, acknowledging cultural differences, honouring indigenous traditions</p>	

**Curricular
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	<ul style="list-style-type: none"> jobs in the local community <p>communication strategies:</p> <ul style="list-style-type: none"> active listening turn-taking in a conversation expressions of courtesy and greetings 	<p>Français langue seconde - immersion 1</p>	<p>the recipient is physically and intellectually engaged, and reacts to what is heard , waiting one’s turn to speak, raise one’s hand, etc., <i>bonjour, au revoir, merci, Madame, Monsieur, est-ce que je peux</i>, etc.</p>
Content	<p>cultural elements</p> <p>elements of a story:</p> <ul style="list-style-type: none"> characters settings events <p>text organization:</p> <ul style="list-style-type: none"> structure of a story structure of an informational text text elements 	<p>Français langue seconde - immersion 1</p>	<p>beginning, middle and end, thematic organization, page, cover, image, diagram, layout, etc.</p>
Content	<p>phonemic awareness:</p>	<p>Français langue</p>	<p>the smallest unit of sound in a language (e.g., the “ch” sound)</p>

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Content	<ul style="list-style-type: none"> • phonemes • syllables • rhymes <p>writing conventions:</p> <ul style="list-style-type: none"> • uppercase and lowercase letters • spaces between words • punctuation 	<p>seconde - immersion 1</p> <p>Français langue seconde - immersion 1</p> <p>period</p>		
Content	<p>language elements:</p> <ul style="list-style-type: none"> • adjectives • simple affirmative sentences • formulation of questions using “<i>est-ce que</i>” • present indicative of action verbs 	<p>Français langue seconde - immersion 1</p>	<p>descriptive adjectives for people, objects and events, subject, verb, complement</p>	
Content	<p>number concepts to 20</p>	<p>Mathematics 1</p>	<ul style="list-style-type: none"> • counting: <ul style="list-style-type: none"> ○ counting on and counting back ○ skip-counting by 2 and 5 ○ sequencing numbers to 20 ○ comparing and ordering numbers to 20 ○ Numbers to 20 can be arranged and recognized. ○ subitizing ○ base 10 	<ul style="list-style-type: none"> •

Type	Content	Curriculum	Elaboration	Curricular Competency Group
Content	ways to make 10	Mathematics 1	<ul style="list-style-type: none"> ○ 10 and some more • books published by Native Northwest: <i>Learn to Count</i>, by various artists; <i>Counting Wild Bears</i>, by Gryn White; <i>We All Count</i>, by Jason Adair; <i>We All Count</i>, by Julie Flett (nativenorthwest.com) using counting collections made of local materials; counting in different languages; different First Peoples counting systems (e.g., Tsimshian) • <i>Tlingit Math Book</i> (yukon-ed-show-me-your-math.wikispaces.com/file/detail/Tlingit Math Book.pdf) • decomposing 10 into parts • Numbers to 10 can be arranged and recognized. • benchmarks of 10 and 20 • Traditional First Peoples counting methods involved using fingers to count to 5 and for groups of 5. • traditional songs/singing and stories • decomposing 20 into parts • mental math strategies: <ul style="list-style-type: none"> ○ counting on ○ making 10 ○ doubles 	•
Content	addition and subtraction to 20 (understanding of operation and process)	Mathematics 1	<ul style="list-style-type: none"> • Addition and subtraction are related. • whole-class number talks • nature scavenger hunt in <i>Kaska Counting Book</i> (yukon-ed-show-me-your-math.wikispaces.com/file/detail/Kaska Counting Book.pdf) 	•

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Content	repeating patterns with multiple elements and attributes	Mathematics 1	<ul style="list-style-type: none"> • identifying sorting rules • repeating patterns with multiple elements/attributes • translating patterns from one representation to another (e.g., an orange-blue pattern could be translated to a circle-square pattern) • letter coding of pattern • predicting an element in repeating patterns using a variety of strategies • patterns using visuals (ten-frames, hundred charts) • investigating numerical patterns (e.g., skip-counting by 2s or 5s on a hundred chart) • beading using 3–5 colours 	•
Content	change in quantity to 20 , concretely and verbally	Mathematics 1	<ul style="list-style-type: none"> • verbally describing a change in quantity (e.g., I can build 7 and make it 10 by adding 3) 	•
Content	meaning of equality and inequality	Mathematics 1	<ul style="list-style-type: none"> • demonstrating and explaining the meaning of equality and inequality • recording equations symbolically, using = and \neq • Non-uniform units are not consistent in size (e.g., children’s hands, pencils); uniform units are consistent in size (e.g., interlocking cubes, standard paper clips). • understanding the importance of using a baseline for direct comparison in linear measurement 	•
Content	direct measurement with non-standard units (non-uniform and uniform)	Mathematics 1	<ul style="list-style-type: none"> • using multiple copies of a unit • iterating a single unit for measuring (e.g., to measure the length of a string with only one cube, a student iterates the cube over and over, keeping track of how many cubes long the string is) • tiling an area • rope knots at intervals 	•

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Content	comparison of 2D shapes and 3D objects	Mathematics 1	<ul style="list-style-type: none"> • using body parts to measure • book: <i>An Anishnaabe Look at Measurement</i>, by Rhonda Hopkins and Robin King-Stonefish (strongnations.com/store/item_display.php?i=3494&f=) • hand/foot tracing for mitten/moccasin making • sorting 3D objects and 2D shapes using one attribute, and explaining the sorting rule • comparing 2D shapes and 3D objects in the environment • describing relative positions, using positional language (e.g., up and down, in and out) • replicating composite 2D shapes and 3D objects (e.g., putting two triangles together to make a square) 	•
Content	concrete graphs , using one-to-one correspondence	Mathematics 1	<ul style="list-style-type: none"> • creating, describing, and comparing concrete graphs 	•
Content	likelihood of familiar life events , using comparative language	Mathematics 1	<ul style="list-style-type: none"> • using the language of probability (e.g., never, sometimes, always, more likely, less likely) • cycles (Elder or knowledge keeper to speak about ceremonies and life events) • identifying values of coins (nickels, dimes, quarters, loonies, and toonies) • counting multiples of the same denomination (nickels, dimes, loonies, and toonies) 	•
Content	financial literacy — values of coins, and monetary exchanges	Mathematics 1	<ul style="list-style-type: none"> • Money is a medium of exchange. • role-playing financial transactions (e.g., using coins and whole numbers), integrating the concept of wants and needs • trade games, with understanding that objects have variable value or worth (shells, beads, furs, tools) 	•

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Type

Content

Curriculum

Elaboration

elements in the arts, including but not limited to:

- **dance: body, space, dynamics (dance), time, relationships, form**
- drama: **character**, time, place, plot
- music: beat/pulse, **rhythm, tempo, pitch, dynamics (music), form (music)**
- visual arts: elements of design: **line, shape, texture, colour; principles of design: pattern, repetition**
- processes, materials, movements, **technologies**, tools and techniques to support arts activities

Arts
Education 1

the elements of dance are universally present in all dance forms and grow in sophistication over time, what the body is doing, including whole or partial body action, types of movement (locomotor and non-locomotor), etc., where the body is moving, including place, level, direction, pathway, size/reach, shape, etc., how energy is expended and directed through the body in relation to time (quick/sustained), weight (strong/light), space (direct/indirect), and flow (free/bound), how the body moves in relation to time, including beat (underlying pulse), tempo, and rhythmic patterns, with whom or what the body is moving; movement happens in a variety of relationship including pairs, groups, objects, and environments, The shape or structure of a dance; the orderly arrangement of thematic material. For example: phrase, beginning, middle, end, ABA, canon, call and response, narrative, abstract, in drama, taking on and exploring the thoughts, perceptions, feelings, and beliefs of another, the arrangement of sounds and silences over time, the frequency or speed of the beat, the property of how high or low a note is, the level of loudness, softness, or changing volume of music (e.g., louder, softer), the structure of a musical work (e.g., AB form; same/different phrases), e.g., thick, thin, wavy, zigzag, jagged, etc., 2-dimensional enclosed space, as compared to form which is 3-dimensional, the way something feels (e.g., smooth, rough, fuzzy), the planned use of the visual elements to achieve a desired effect, a design in which shapes, colours or lines repeat with regularity, using the same object, colour, marking, or type of line more than once, includes both manual and digital technologies (e.g., electronic media, production elements, information technology, sound equipment and recording

Content

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Content	notation to represent sounds, ideas and movement	Arts Education 1	technologies, etc.); in visual arts, any visual image-making technology (e.g., paintbrush, scissors, pencil, stamp) and includes the improvisational use of miscellaneous items any written, visual, or kinetic form of representing music compositions; for example, the use of invented notation to represent sound can be used; in dance, this can include written formal and informal systems of symbols, shapes, and lines that represent body position and movement
Content	a variety of dramatic forms	Arts Education 1	a medium for the expression of dramatic meaning (e.g., improvisation, tableau, role-play, mime, readers theatre, story theatre); may involve the integration of a variety of media and a combination of the arts
Content	symbolism as a means of expressing specific meaning	Arts Education 1	use of objects, words, or actions to represent abstract ideas; includes but is not limited to colours, images, movements, and sounds (e.g., a sad mood could be represented with blue colours, a slow tempo, or a legato line)
Content	traditional and contemporary Aboriginal arts and arts-making processes	Arts Education 1	dances, songs, stories, and objects created by Aboriginal peoples for use in daily life or to serve a purpose inspired by ceremonies as part of cultural tradition
Content	a variety of local works of art and artistic traditions from diverse cultures and communities	Arts Education 1	the results of creative processes in disciplines such as dance, drama, music, and visual arts
Content	personal and collective responsibility associated with creating, experiencing, or sharing in a safe learning environment	Arts Education 1	ensuring the physical and emotional safety of self and others when engaging in the arts; being considerate of sensitive content, facilities, and materials, includes any form of presentation as outlined in the Connecting, Creating, Presenting, and Responding in Arts Education resource

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Content	<p>Story/text</p> <ul style="list-style-type: none"> • elements of story • literary elements and devices • vocabulary to talk about texts 	English Language Arts 1	<p>setting, character, events (few details), poetic language, figurative language, sound play, images, colour, symbols, book, page, chapter, author, title, illustrator, pictures, web page, website, and search box</p>
Content	<p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes 	English Language Arts 1	<p>using illustrations and prior knowledge to predict meaning; rereading; retelling in own words; locating the main idea and details; using knowledge of language patterns and phonics to decode words; identifying familiar and “sight” words; monitoring (asking: Does it look right? Sound right? Make sense?); self-correcting errors consistently using three cueing systems: meaning, structure, and visual, adjusting volume, pace, tone, and articulation; focusing on the speaker; taking turns; asking questions related to the topic; making personal connections; and making relevant contributions to discussion, talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer, may include revising, editing, considering audience</p>
Content	<p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • concepts of print • print awareness • phonemic and phonological awareness 	English Language Arts 1	<p>the conventional features of written English, such as:</p> <ul style="list-style-type: none"> • the symbolic nature of writing • the correspondence of spoken words to printed words (one-to-one matching) • the association of letters and sounds • the distinctive features of letters and words

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	<ul style="list-style-type: none"> • letter formation • sentence structure • conventions 		<ul style="list-style-type: none"> • the correspondence between uppercase and lowercase letters • left-to-right directionality • the use of space to mark word boundaries • the use of specific signs and symbols for punctuation (e.g., period, exclamation point, question mark) 	
			<p>, understanding the nature and uses of print, including letters and print symbols; children’s print awareness is closely associated with their word awareness (the ability to recognize words as distinct elements of oral and written communication) and is an important precursor to literacy development and early reading achievement; includes awareness of the differences between letters, words, and sentences, <i>Phonological</i> refers to the sounds of words (as opposed to their meanings):</p> <ul style="list-style-type: none"> • Phonemic awareness is a specific aspect of a learner’s phonological awareness: a child’s ability to segment spoken words into phonemes (e.g., <i>c / a / t</i>) and to blend phonemes into words indicates a developing phonemic awareness. • Phonological awareness involves the abilities to hear and create rhyming words, segment the flow of speech into separate words, and hear syllables as “chunks” in spoken words. 	
			<p>, legible printing with spacing between letters and words, the structure of simple sentences, common practices in punctuation (e.g., the use of a period or question mark at end of sentence) and in capitalization (e.g., capitalizing the first letter of the first</p>	

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Content	proper technique for fundamental movement skills, including non-locomotor, locomotor , and manipulative skills	Physical and Health Education 1	<p>word at the start of a sentence, people’s names, and the pronoun <i>I</i>)</p> <p>movements performed “on the spot” without travelling across the floor or surface; could include:</p> <ul style="list-style-type: none"> • balancing • bending • twisting • lifting <p>, movement skills that incorporate travelling across the floor or surface; could include:</p> <ul style="list-style-type: none"> • rolling • jumping • hopping • running • galloping <p>, movement skills involving the control of objects, such as balls, primarily with the hands or feet; may also involve racquets or bats; could include:</p> <ul style="list-style-type: none"> • bouncing • throwing • catching • kicking • striking 	•

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Content	how to participate in different types of physical activities, including individual and dual activities, rhythmic activities, and games	Physical and Health Education 1	<p>activities that can be done individually and/or with others; could include:</p> <ul style="list-style-type: none"> • jumping rope • swimming • running • bicycling • Hula Hoop <p>, activities designed to move our bodies in rhythm; could include:</p> <ul style="list-style-type: none"> • dancing • gymnastics 	•
Content	relationships between food, hydration, and health	Physical and Health Education 1	<p>, types of play activities that usually involve rules, challenges, and social interaction; could include:</p> <ul style="list-style-type: none"> • tag • parachute activities • co-operative challenges • Simon Says • team games • traditional Aboriginal games • food gives us energy and helps us grow • different types of foods provide different health benefits • water is the best choice for staying hydrated 	•

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Content	effects of different activities on the body	Physical and Health Education 1	<p>could include:</p> <ul style="list-style-type: none"> • increased breathing • increased thirst • sweating • using our muscles • feeling good 	•
Content	practices that promote health and well-being	Physical and Health Education 1	<p>could include:</p> <ul style="list-style-type: none"> • getting adequate sleep • participating in physical activity • making healthy eating choices • participating in relaxing activities • illness prevention through washing hands and proper hygiene 	•
Content	names for parts of the body , including male and female private parts	Physical and Health Education 1	<p>could include:</p> <ul style="list-style-type: none"> • male and female private parts • arms • legs • heart • muscles 	•
Content	appropriate and inappropriate ways of being touched	Physical and Health Education 1	<p>could include touches that feel welcome and safe (e.g., medical checkups, high-fives), touches that hurt or make us feel uncomfortable (e.g., touches in private parts)</p>	
Content	different types of substances and how to safely use or avoid them	Physical and Health Education 1	<p>could include:</p> <ul style="list-style-type: none"> • poisons • medications 	•

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Content	hazards and potentially unsafe situations	Physical and Health Education 1	<ul style="list-style-type: none"> • psychoactive substances <p>could include:</p> <ul style="list-style-type: none"> • cars on the road • strangers 	•
Content	caring behaviours in groups and families	Physical and Health Education 1	<p>could include:</p> <ul style="list-style-type: none"> • nurturing • providing guidance • loving • respecting 	•
Content	emotions and their causes and effects	Physical and Health Education 1		
Content	reliable sources of health information	Physical and Health Education 1	<p>could include:</p> <ul style="list-style-type: none"> • medical professionals • safety/medical signs • parents 	•
Content	phonological awareness: <ul style="list-style-type: none"> • words • syllables • phonemes • rhyme 	Français langue première 1		
Content	written conventions: <ul style="list-style-type: none"> • word order 	Français langue première 1		

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	<ul style="list-style-type: none"> spaces between words capital letters and periods 		
	spelling conventions:		
Content	<ul style="list-style-type: none"> graphophonic correspondence complex sounds 	Français langue première 1	all sounds formed by the combination of pure sounds (<i>ou-oi/oin-eu/oeu-on/om-in/im-an/am-en/em-un/um-ain/ein/ien-ai-ei</i>)
	text organization:		
Content	<ul style="list-style-type: none"> text elements structure of a story 	Français langue première 1	images, diagrams, layout, etc., beginning, events, and resolution
	literary elements:		
Content	<ul style="list-style-type: none"> elements of a story 	Français langue première 1	characters, setting, time, and action
	language elements:		
Content	<ul style="list-style-type: none"> structure of simple sentences verb moods and tenses associated with the texts studied 	Français langue première 1	present indicative (“présent de l’indicatif”) and concepts of past and future tenses
	strategies studied:		
Content	<ul style="list-style-type: none"> communication and socialization reading 	Français langue première 1	active listening, turn-taking in a conversation, rules of politeness, prior knowledge, visualization, prediction, asking questions, inference, draft, writing

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Curricular Competency	<ul style="list-style-type: none"> • writing <p>Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence)</p>	Social Studies 1	<ul style="list-style-type: none"> • Sample activities: <ul style="list-style-type: none"> ○ Compare old and new pictures of locations in your community and discuss how things have changed over time. ○ Propose reasons for important events in your community and compare your hypotheses with the explanations of historians or other experts. ○ Investigate the history of a significant person in your community using sources like news articles, photographs, and videos. 	○
Curricular Competency	Recognize Francophone and Aboriginal cultural elements in a text	Français langue seconde - immersion 1	oral, written, visual	Exploring and Reflecting
Curricular Competency	Demonstrate increasingly sophisticated application and/or engagement of curricular content	Arts Education 1		Communicating and documenting
Curricular Competency	Identify the elements and structure of Aboriginal and other stories in order to understand the overall meaning.	Français langue première 1		Exploring and Reflecting