

# MI'KMAWE'L TAN TELI-KINA'MUEMK: TEACHING ABOUT THE MI'KMAQ

## **Specific Curriculum Outcome Connections for English Language Arts Netukulimk: Economic, Social, and Political Life Grades 4 to 6**

### **Grade 4**

Students will be expected to

- 1.1 explore and discuss their thoughts, ideas, and experiences and consider those of their peers
- 1.2 ask and respond to questions to clarify information and explore solutions to problems (e.g., using an interview format)
- 1.3 explain personal opinions and respond to the questions and opinions of others
- 1.4 listen critically to others' ideas or opinions expressed
- 2.1 contribute to conversations, small-group and whole-group discussion, showing an awareness of when to speak and when to listen
- 2.2 use word choice, tone of voice, facial expressions, and gestures appropriate to the speaking occasion
- 2.3 give and follow instructions and respond to questions and directions
- 2.4 engage in and respond to oral presentations (e.g., retell a story, sing a song)
- 3.1 show basic courtesies of conversation in group interactions
- 3.2 identify examples of prejudice and stereotyping in oral language, and use language that shows respect for all people
- 4.3 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
- 4.4 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 variety of strategies to construct meaning
- 5.1 answer, with assistance, their own and others' questions by seeking information from a variety of texts
  - determine their own and community (class) needs for information
  - recognize the purpose of classification systems and basic reference materials
  - use a range of reference texts and a database or an electronic search to facilitate the selection process
  - reflect on the process of generating and responding to their own and others' questions
- 6.1 describe, share, and discuss their personal reactions to texts
- 6.2 give reasons for their opinions about texts and types of texts and the work of authors and illustrators
- 7.1 use their background knowledge to question information presented in print and visual texts
- 7.2 identify conventions and characteristics of different types of print and media texts that help them understand what they read and view
- 7.3 respond critically to texts by
  - asking questions and formulating understandings
  - discussing texts from the perspective of their own experiences

- identifying instances where language is being used, not only to entertain, but to manipulate, persuade, or control them
- identifying instances of prejudice and stereotyping
- 8.1 use strategies in writing and other ways of representing to
  - formulate questions and organize ideas
  - generate topics of personal interest and importance
  - discover and express personal attitudes, feelings, and opinions
  - compare their own thoughts and beliefs to those of others
  - describe feelings, reactions, values, and attitudes
  - record experiences
  - formulate goals for learning
  - practise strategies for monitoring their own learning
- 8.2 experiment with different ways of making their own notes (e.g., webbing, jot notes, matrix)
- 8.3 experiment with language, appropriate to purpose, audience, and form, that enhances meaning and demonstrates imagination in writing and other ways of representing
- 9.1 create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic) and in a variety of forms
  - recognize that particular forms require the use of specific features, structures, and patterns
- 9.2 demonstrate an awareness of purpose and audience
- 9.3 invite responses to early drafts of their writing/media productions
  - use audience reaction to help shape subsequent drafts
- 10.1 develop a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies
- 10.2 demonstrate an understanding of many conventions of written language in final products
  - correctly spell many familiar and commonly used words
  - demonstrate an increasing understanding of punctuation, capitalization, and paragraphing
  - demonstrate a growing awareness of appropriate syntax
  - use references while editing (e.g., dictionaries, classroom charts, electronic spell checkers, checklists)
- 10.3 use technology with increasing proficiency in writing and other forms of representing
- 10.4 demonstrate a commitment to shaping pieces of writing and other representations through stages of development
- 10.5 select, organize, and combine relevant information from two or more sources to construct and communicate meaning

## **Grade 5**

Students will be expected to

- 1.1 contribute thoughts, ideas, and experiences to discussions, and ask questions to clarify their ideas and those of their peers
- 1.2 ask and respond to questions to seek clarification or explanation of ideas and concepts
- 1.3 explain and support personal ideas and opinions
- 1.4 listen critically to others' ideas and opinions and points of view
- 2.1 contribute to and respond constructively in conversation, small-group and whole-group discussion, recognizing their roles and responsibilities as speakers and listeners
- 2.2 use word choice and expression appropriate to the speaking occasion

- 2.3 give and follow precise instructions and respond to questions and directions
- 2.4 engage in, respond to, and evaluate oral presentations
- 3.1 demonstrate an awareness of the needs, rights, and feelings of others by listening attentively and speaking in a manner appropriate to the situation
- 3.2 identify examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use language that shows respect for all people
- 4.3 use pictures and illustrations, word structures, and text features (e.g., table of contents, headings and subheadings, 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
- 4.4 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 variety of strategies to construct meaning; use a dictionary to determine word meaning in context
- 5.1 answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts
  - respond to personal, group, and instructional needs for information through accessing a variety of texts
  - demonstrate understanding of how classification systems and basic reference materials are used to facilitate research
  - use a range of reference texts and a database or an electronic search to aid in the selection of texts
  - increase their abilities to access information in response to their own and others' questions
  
- 6.1 describe, share, and discuss their personal reactions to a range of texts across genres, topics, and subjects
- 6.2 support their opinions about texts and features of types of texts
- 7.1 use their background knowledge to question and analyze information presented in print and visual texts
- 7.2 recognize how conventions and characteristics of different types of print and media texts help them understand what they read and view
- 7.3 respond critically to texts by
  - applying strategies to analyze a text
  - demonstrating growing awareness that all texts reflect a purpose and a point of view
  - identifying instances where language is being used to manipulate, persuade, or control them
  - identifying instances of opinion, prejudice, bias, and stereotyping
  
- 8.1 use a range of strategies in writing and other ways of representing to
  - frame questions and answers to those questions
  - generate topics of personal interest and importance
  - record, develop, and reflect on ideas, attitudes, and opinions
  - compare their own thoughts and beliefs to those of others
  - describe feelings, reactions, values, and attitudes
  - record and reflect on experiences and their responses to them
  - formulate and monitor goals for learning
  - practise and extend strategies for monitoring learning

- 8.2 expand appropriate note-making strategies from a growing repertoire (e.g., outlines, charts, diagrams)
- 8.3 make deliberate language choices, appropriate to purpose, audience, and form, to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing
- 9.1 create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic), and in an increasing variety of forms
  - use specific features, structures, and patterns of various text forms to create written and media texts
- 9.2 address the demands of a variety of purposes and audiences
  - make choices of form, style, and content for specific audiences and purposes
- 9.3 invite responses to early drafts of their writing/media productions
  - use audience reaction to help shape subsequent drafts
  - reflect on their final drafts from a reader's/viewer's/listener's point of view
- 10.1 use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies
- 10.2 demonstrate an increasing understanding of the conventions of written language in final products
  - use basic spelling rules and show an understanding of irregularities
  - use appropriate syntax in final products
  - use references while editing (e.g., dictionaries, classroom charts, electronic spell checkers, checklists, thesauri, other writers)
- 10.3 use technology with increasing proficiency to create, revise, edit, and publish texts
- 10.4 demonstrate commitment to shaping and reshaping pieces of writing and other representations through stages of development and refinement
- 10.5 select, organize, and combine relevant information, from three or more sources to construct and communicate meaning

## Grade 6

Students will be expected to

- 1.1 contribute thoughts, ideas, and questions to discussion and compare their own ideas with those of peers and others
- 1.2 ask and respond to questions to seek clarification or explanation of ideas and concepts
- 1.3 defend and/or support their opinions with evidence
- 1.4 listen critically to others' ideas or opinions and points of view
- 2.1 contribute to and respond constructively in conversation, small-group and whole-group discussion
- 2.2 use word choice and emphasis, making a conscious attempt to produce a desired effect
- 2.3 give and follow instructions and respond to a variety of questions and instructions
- 2.4 engage in, respond to, and evaluate a variety of oral presentations and other texts
- 3.1 listen attentively and demonstrate awareness of the needs, rights, and feelings of others
- 3.2 detect examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use bias-free language
- 3.3 make a conscious attempt to consider the needs and expectations of their audience
- 4.3 use a wider range of pictorial, typographical, and organizational features of written texts to obtain, verify, and reinforce their understanding of information
- 4.4 use and integrate the various cueing systems and a variety of strategies with increasing independence to construct meaning

- 5.1 answer, with increasing independence, their own questions and those of others by selecting relevant information from a variety of texts
  - demonstrate understanding of the purpose of classification systems and basic reference materials
  - use a range of reference texts and a database or an electronic search to facilitate the selection process
- 6.1 explain why a particular text matters to them and demonstrate an increasing ability to make connections among texts
- 6.2 reflect on and give reasons for their interpretations of an increasing variety of texts
- 7.1 recognize that facts can be presented to suit an author's purpose and point of view
  - consider information from alternative perspectives
- 7.2 identify the conventions and structure of a variety of print and media texts and genres
- 7.3 make connections with the purpose of each text or genre
- 7.4 respond critically to texts by
  - applying a growing range of strategies to analyze and evaluate a text
  - demonstrate growing awareness that all texts reflect a purpose and a perspective
  - recognizing when language is being used to manipulate, persuade, or control them
  - detecting prejudice, stereotyping, and bias
- 8.1 use a range of strategies in writing and other ways of representing to
  - frame questions and design investigations to answer their questions
  - find topics of personal importance
  - record, develop, and reflect on ideas
  - compare their own thoughts and beliefs to those of others
  - describe feelings, reactions, values, and attitudes
  - record and reflect on experiences and their responses to them
  - formulate goals for learning
  - practise and apply strategies for monitoring learning
- 8.2 select appropriate note-making strategies from a growing repertoire
- 8.3 make language choices to enhance meaning and achieve interesting effects in imaginative writing and other ways of representing
- 9.1 create written and media texts using an increasing variety of forms
  - demonstrate understanding that particular forms require the use of specific features, structures, and patterns
- 9.2 address the demands of an increasing variety of purposes and audiences
  - make informed choices of form, style, and content for specific audiences and purposes
- 9.3 invite responses to early drafts of their writing/media productions
  - use audience reaction to help shape subsequent drafts
  - reflect on their final drafts from a reader's/viewer's/listener's point of view
  - 10.1 select from a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies to develop effective pieces of writing and other representations
  - 10.2 use the conventions of written language in final products
  - 10.3 use technology with increasing proficiency to create, revise, edit, and publish texts
  - 10.4 demonstrate commitment to shaping pieces of writing and other representations
  - 10.5 select, organize, and combine relevant information, from three to five sources