

Anash Interactive **Curricular Connections**

For each area of **Anash Interactive**, the specific learning expectations and outcomes are identified for related English Language Arts, Aboriginal Culture Programs, Art, Social Studies, and ICT, as well as curricular connections to the Western Canadian Protocol. In order to maintain clarity this document will refer to all curricular outcomes and expectations as “**Curricular Connections**” or “**CCs**”.

Anash Interactive is targeted for use in grades 4-6; however it can be used in a variety of ways for students from Kindergarten to Grade 12. The diverse elements and the variety of activities at different levels will meet the needs of both elementary and more advanced learners. **The CCs have been listed at the grade 4 level only** to avoid unnecessary repetition of the curricular connections at lower and higher grades, which are similar but vary according to specific tasks. Students in this range (and higher levels) in English will be able to read the stories and complete the activities quite independently.

COMIC CONSTRUCTOR

This activity offers users a virtual sketchpad in which they write and illustrate their own comics. Digital assets, grouped into characters, items, and scenes, are provided for users to drag-and-drop onto the page. Once on the page the assets can be manipulated and customized to fit the story. Comic panels, speech bubbles, and a variety of “sound effect” words are also provided. Users can save their comics to the Showcase, email them to a friend, or print them.

Art – Elementary	Grade 4: Expression Students will record or document activities, people and discoveries. <ul style="list-style-type: none">• Everyday activities can be documented visually.• Special events such as fieldtrips, visits and special occasions can be recorded visually.• Family groups and people relationships can be recorded visually.• Knowledge gained from study or experimentation can be recorded visually.• Local and provincial events can be recorded visually. Students will illustrate or tell a story. <ul style="list-style-type: none">• A narrative can be retold or interpreted visually.• An original story can be created visually.• Material from any subject discipline can be interpreted visually. Students will create an original composition, object or space based on supplied motivation. <ul style="list-style-type: none">• Outside stimulation from sources such as music, literature, photographs, films, creative movement, drama, television and computers can be interpreted visually. Subject matter: Students will develop themes, with an emphasis on social concerns based on: <ul style="list-style-type: none">• Plants and animals• Environments and places
-------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> • People <p>Media and techniques: Students will use media and techniques with an emphasis on mixing media and perfecting techniques in drawing, painting, sculpture, printmaking, fabric arts, photography and technographic arts.</p> <ul style="list-style-type: none"> • Take advantage of the visual art implications of any technological device and explore the potential of emerging technologies - computer and software packages and input devices such as the light pen and mouse to explore, design, compose, animate and program to make simple forms.
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>English Language Arts - Alberta</p>	<p>Grade 4 – 2.2 Respond to Texts</p> <ul style="list-style-type: none"> • Retell events of stories in another form or medium. <p>Grade 4 – 2.4 Create Original Text</p> <ul style="list-style-type: none"> • Use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts. • Select and use visuals to enhance meaning of oral, print and other media texts. • Produce oral, print and other media texts that follow a logical sequence and demonstrate clear relationships between characters and plot. • Produce narratives that describe experiences and reflect personal responses. <p>Grade 4 – 3.1 Organize, Record and Evaluate</p> <ul style="list-style-type: none"> • Organize oral, print and other media texts into sections that relate to and develop the topic. <p>Grade 4 – 3.4 Share and Review</p> <ul style="list-style-type: none"> • Communicate ideas and information in a variety of oral, print and other media texts. • Select visuals, print and/or other media to add interest and to engage the audience <p>Grade 4 – 4.1 Enhance and Improve</p> <ul style="list-style-type: none"> • Identify the general impression and main idea communicated by own and peers' oral, print and other media texts. • Revise to ensure and understandable progression of ideas and information. • Identify and reduce fragments and run on sentences. • Edit for subject-verb agreement. • Use special features of software when composing, formatting and revising texts. • Use an increasing variety of words to express and extend understanding of concepts related to personal
-----------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>interests and topics of study.</p> <ul style="list-style-type: none"> Recognize English words and expressions that come from other languages or cultures. <p>Grade 4 – 4.2 Attend to Conventions</p> <ul style="list-style-type: none"> Identify simple and compound sentence structures and use in own writing. Identify correct noun-pronoun agreement and use in own writing. Identify past, present and future action. Use phonic knowledge and skills and visual memory systematically to spell multi-syllable words in own writing. Apply strategies for identifying and learning to spell problem words in own writing. Use capitalization to designate organizations and to indicate the beginning of quotations in own writing Use commas after introductory words in sentences and in own writing Identify quotation marks in passages of dialogue, and use them to assist comprehension <p>Grade 4 – 4.3 Present and Share</p> <ul style="list-style-type: none"> Connect own ideas, opinions and experiences to those presented in oral, print and other media texts. Give constructive feedback, ask relevant questions and express related opinions in response to oral and visual presentations. <p>Grade 4 – 5.1 Respect Others and Strengthen Community</p> <ul style="list-style-type: none"> Describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>English Language Arts – Western Canada Protocol</p>	<p>Grade 4 – General Outcome 1 - Discover and Explore</p> <p>Express Ideas</p> <ul style="list-style-type: none"> Describe and reflect upon personal observations and experiences to reach tentative conclusions. <p>Experiment with Language and Forms</p> <ul style="list-style-type: none"> Explore a variety of forms of expression for particular personal purposes <p>Grade 4 – General Outcome 1 - Clarify and Extend</p> <p>Develop Understanding</p> <ul style="list-style-type: none"> Connect new information and experiences with prior knowledge to construct meaning in different contexts. <p>Combine Ideas</p> <ul style="list-style-type: none"> Experiment with arranging ideas and information in a variety of ways to clarify understanding. <p>Grade 4 – General Outcome 2 – Understand Forms and Techniques</p>
---------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Experiment with Language

- Recognize how words and word combinations [such as word play, repetition, rhyme] influence or convey meaning; identify ways in which exaggeration is used to convey humour

Create Original Texts

- Create original texts [such as murals, scripts for short plays, descriptive stories, charts] to communicate and demonstrate understanding of forms and techniques.

Grade 4 – General Outcome 3 – Organize, Record, Evaluate**Organize Information**

- Organize information and ideas in logical sequences using a variety of strategies [such as clustering, webbing, charting from a model].

Grade 4 – General Outcome 4 – Generate and Focus**Generate Ideas**

- Focus a topic for oral, written, and visual texts using a variety of strategies [such as jotting point-form notes, mind mapping, developing story frames...]

Organize Ideas

- Determine key ideas and organize appropriate supporting details in own oral, written, and visual texts.

Grade 4 – General Outcome 4 – Enhance and Improve**Enhance Presentation**

- Prepare organized compositions and reports using sound effects and visuals [such as graphs, charts, diagrams...] that engage the audience.

Grade 4 – General Outcome 4 – Attend to Conventions**Grammar and Usage**

- Edit for complete sentences and appropriate use of statements, questions, and exclamations.

Spelling

- Know and apply Canadian spelling conventions using a variety of strategies and resources [such as structural analysis, syllabication, dictionaries...] and spelling patterns when editing and proofreading.

Capitalization and Punctuation

- Know and use conventions of basic capitalization and know punctuation [including commas in series and quotation marks] when editing and proofreading.

<p>Social Studies - Alberta</p>	<p>Grade 4 - 4.2 The Stories, Histories and Peoples of Alberta</p> <p>4.2.2 assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • What do the stories of Aboriginal peoples tell us about their beliefs regarding the relationship between people and the land? (TCC) <p>Grade 4 - 4.3 Alberta: Celebrations and Challenges</p> <p>4.3.3 examine, critically, Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • In what ways have Aboriginal peoples and communities changed over time? (CC, I, TCC)
<p>Social Studies – Western Canada Protocol</p>	<p>Grade 4 – Values and Attitudes</p> <p>Culture and Community 4-V-CC-004 appreciate the cultural diversity within their province or territory 4-V-CC-005A nurture openness and a welcoming attitude within their First Nations, Inuit, or Métis communities</p> <p>The Land: Places and People 4-V-L-007A respect the spiritual dimension of their connections to the environment (land, water, sky)</p> <p>Grade 4 – Knowledge and Understanding</p> <p>Culture and Community 4-K-CC-008 describe how First Nations, Inuit, and Métis people have helped shape their province or territory 4-K-CC-008A identify connections between their community and other First Nations, Inuit, or Métis communities</p> <p>The Land: Places and People 4-K-L-015 demonstrate awareness of Aboriginal peoples' traditional relationships with the land 4-K-L-015A demonstrate understanding of how the land helps shape their identities, values, beliefs, traditions, customs, art, and clothing</p> <p>Grade 4 – Skills and Processes</p> <p>Communication 4-S-007 use language that is respectful of human diversity 4-S-009 present information and ideas using oral, visual, material, print, or electronic media 4-S-010 use a variety of communication technologies to interact with others</p>

Creative and Critical Thinking

4-S-015 draw conclusions based on information from a variety of sources

4-S-017 reflect on how stories of other times and places connect to their personal experience

Managing Ideas and Information

4-S-018 access and select information using a variety of oral, visual, material, print, or electronic sources and tools, including atlases, e.g., *traditional and non-traditional sources, maps; tools such as table of contents, glossary, index*

4-S-019 organize and record information and information sources using a variety of formats, e.g., *charts, maps, concept maps, bibliographies*

4-S-020 create timelines or other visual organizers to sequence and represent historical figures, relationships, or events

4-S-024 select and use appropriate tools and technologies to accomplish tasks

<p>ICT Outcomes Div. 2</p>	<p>C.1 - Students will access, use and communicate information from a variety of technologies. 2.1 access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)</p> <p>F.4 - Students will become discerning consumers of mass media and electronic information. 2.1 recognize that graphics, video and sound enhance communication</p> <p>F.5 - Students will practise the concepts of ergonomics and safety when using technology. 2.1 demonstrate the application of ergonomics to promote personal health and well-being 2.2 identify and apply safety procedures required for the technology being used</p> <p>F.6 - Students will demonstrate a basic understanding of the operating skills required in a variety of technologies. 2.1 power up and power down various technologies and peripherals correctly 2.3 use peripherals, including printers and scanners 2.4 use appropriate keyboarding techniques for the alphabetic and punctuation keys</p> <p>P.1 - Students will compose, revise and edit text. 2.1 create and revise original text to communicate and demonstrate understanding of forms and techniques 2.2 edit and format text to clarify and enhance meaning, using such word processing features as the thesaurus, find/change, text alignment, font size and font style</p> <p>P.3 - Students will communicate through multimedia. 2.1 create a multimedia presentation, incorporating such features as visual images (clip art, video clips), sounds (live recordings, sound clips) and animated images, appropriate to a variety of audiences and purposes.</p>
-----------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

STORYBUILDER

This activity offers users a virtual notebook in which they write and illustrate their own stories. Digital assets, grouped into characters, items, and scenes, are provided for users to drag-and-drop onto the page. Once on the page the assets can be manipulated and customized to fit the story. A list of story starters is included for anyone who has trouble getting started with writing the text of their story. Users can save their stories to the Showcase, email them to a friend, or print them.

<p>Art – Elementary</p>	<p>Grade 4: Expression Students will record or document activities, people and discoveries.</p> <ul style="list-style-type: none"> • Everyday activities can be documented visually. • Special events such as fieldtrips, visits and special occasions can be recorded visually. • Family groups and people relationships can be recorded visually. • Knowledge gained from study or experimentation can be recorded visually.
	<p style="text-align: center;">© Reel Girls Media Inc.</p>

<p>English Language Arts - Alberta</p>	<p>Grade 4 – 2.2 Respond to Texts</p> <ul style="list-style-type: none"> • Retell events of stories in another form or medium. <p>Grade 4 – 2.4 Create Original Text</p> <ul style="list-style-type: none"> • Use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts. • Select and use visuals to enhance meaning of oral, print and other media texts. • Produce oral, print and other media texts that follow a logical sequence and demonstrate clear relationships between characters and plot. • Produce narratives that describe experiences and reflect personal responses. <p>Grade 4 – 4.1 Enhance and Improve</p> <ul style="list-style-type: none"> • Identify the general impression and main idea communicated by own and peers' oral, print and other media texts. • Revise to ensure and understandable progression of ideas and information. • Identify and reduce fragments and run on sentences. • Edit for subject-verb agreement. • Use special features of software when composing, formatting and revising texts. • Use an increasing variety of words to express and extend understanding of concepts related to personal interests and topics of study. • Recognize English words and expressions that come from other languages or cultures. • Experiment with combining detail, voice-over, music and dialogue with sequence of events. <p>Grade 4 – 4.2 Attend to Conventions</p> <ul style="list-style-type: none"> • Identify simple and compound sentence structures and use in own writing. • Identify correct noun-pronoun agreement and use in own writing. • Identify past, present and future action. • Use phonic knowledge and skills and visual memory systematically to spell multi-syllable words in own writing. • Apply strategies for identifying and learning to spell problem words in own writing. • Identify quotation marks in passages of dialogue and use them to assist comprehension. <p>Grade 4 – 4.3 Present and Share</p> <ul style="list-style-type: none"> • Connect own ideas, opinions and experiences to those presented in oral, print and other media texts. • Give constructive feedback, ask relevant questions and express related opinions in response to oral and visual presentations.
-----------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Social Studies - Alberta	<p>Grade 4 Topic B - Alberta: Its People in History</p> <ul style="list-style-type: none"> • Understand the Native people's way of life before the coming of the Europeans. • Understand the ways Europeans influenced the Native people's way of life. • Understand how the Native people influenced the European's way of life.
WCP Social Studies	<p>Grade 4 – Provinces and Territories: Our Places, Stories and Traditions</p> <ul style="list-style-type: none"> • Demonstrate awareness of Aboriginal people's traditional relationship with the land. • Give examples of the diverse stories and traditions of the people of their province or territory. • Present information using oral, visual, material, print, or electronic media. • Reflect on how stories of other times and places connect to their personal experience. • Create timelines or other visual organizers to sequence and represent historical figures, relationships, or events.
ICT Outcomes Div. 2	<p>C.1 - Students will access, use, and communicate information from a variety of technologies. 2.1 access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs).</p> <p>F.4 - Students will become discerning consumers of mass media and electronic information. 2.1 recognize that graphics, video, and sound enhance communication.</p> <p>F.5 - Students will practice the concepts of ergonomics and safety when using technology. 2.1 demonstrate the application of ergonomics to promote personal health and well-being. 2.2 identify and apply safety procedures required for the technology being used.</p> <p>F.6 - Students will demonstrate a basic understanding of the operating skills required in a variety of technologies. 2.1 power up and power down various technologies and peripherals correctly. 2.3 use peripherals, including printers and scanners. 2.4 use appropriate keyboarding techniques for the alphabetic and punctuation keys.</p> <p>P.1 - Students will compose, revise, and edit text. 2.1 create and revise original text to communicate and demonstrate understanding of forms and techniques. 2.2 edit and format text to clarify and enhance meaning, using such word processing features as the thesaurus, find/change, text alignment, and font size and style.</p> <p>P.3 - Students will communicate through multimedia. 2.1 create a multimedia presentation, incorporating such features as visual images (clip art, video clips), sounds (live recordings, sound clips) and animated images, appropriate to a variety of audiences and purposes.</p>

READ A STORY

This activity is a virtual picture book that allows users to read a story at their own pace. The story is illustrated with still frames from the “myth sequences” of the companion television series, *Anash and the Legacy of the Sun-Rock*. Pages can be ‘turned’ forward and back.

English Language Arts - Alberta	<p>Grade 4 - 1.1 Discover and Explore</p> <ul style="list-style-type: none">• Ask questions, paraphrase and discuss to explore ideas and understand new concepts.• Share personal responses to explore and develop understanding of oral, print and other media texts. <p>Grade 4 - 2.1 Using Strategies and Cues</p> <ul style="list-style-type: none">• Extend sight vocabulary to include words frequently used in other subject areas.• Identify and know the meaning of some frequently used prefixes and suffixes.• Apply knowledge of root words, compound words, syllabication, contractions, and complex word families to read unfamiliar words in context.• Integrate knowledge of phonics and sight vocabulary with knowledge of language and context cues to read unfamiliar words in context.• Use junior dictionaries, spell-check functions and electronic dictionaries to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts. <p>Grade 4 – 2.2 Respond to Texts</p> <ul style="list-style-type: none">• Experience oral, print and other media texts from a variety of cultural traditions and genres such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry, and web programs.• Retell events of stories in another form or medium.• Make general evaluative statements about oral, print or other media texts.• Connect the thoughts and actions of characters in oral, print and other media texts to personal and classroom experiences.• Identify the main events in oral, print and other media texts; explain their causes, and describe how they influence subsequent events.• Compare similar oral, print and other media texts and express preferences using evidence from personal experience and the texts.• Develop own opinions based on ideas encountered in oral, print and other media texts.• Explain how language and visuals work together to communicate meaning and enhance effect. <p>Grade 4 – 2.3 Understand Forms, Elements and Techniques</p> <ul style="list-style-type: none">• Describe and compare the main characteristics of a variety of oral, print and other media texts.• Identify various ways information can be recorded and presented visually.• Identify and explain connections among events, setting and main characters in oral, print and other media
----------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>texts.</p> <ul style="list-style-type: none"> • Identify the speaker of oral, print or other media texts. • Identify how specific effects are used to affect viewer perceptions in oral, print and other media texts. <p>Grade 4 – 3.2 Select and Process</p> <ul style="list-style-type: none"> • Recall important points and make and revise predictions regarding upcoming information. <p>Grade 4 – 4.2 Attend to Conventions</p> <ul style="list-style-type: none"> • Identify quotation marks in passages of dialogue and use them to assist comprehension. <p>Grade 4 – 4.3 Present and Share</p> <ul style="list-style-type: none"> • Connect own ideas, opinions and experiences to those presented in oral, print and other media texts. • Give constructive feedback, ask relevant questions and express related opinions in response to oral and visual presentations. <p>Grade 4 – 5.1 Respect others and Strengthen Community</p> <ul style="list-style-type: none"> • Describe similarities and differences between personal experiences and the experiences of people or characters from other cultures portrayed in oral, print and other media texts. • Appreciate that responses to some oral, print and other media texts may be different. • Identify and discuss main characters, plots, settings and illustrations in oral, print and other media texts from diverse cultures and communities.
<p>WCP English Language Arts</p>	<p>Grade 4 - General Outcome 1 Discover and Explore</p> <p>Consider Other Ideas</p> <ul style="list-style-type: none"> • Explore connections between a variety of insights, ideas, and responses.
<p>Aboriginal Language And Culture Project - First Language Programs - Western Canadian Protocol (WCP)</p>	<p>Level 3 – Grades 4-6 Cultural Understandings</p> <ul style="list-style-type: none"> • Understand the opportunities that can be taken by students to learn culture such as guests and school, guests at home, films, requesting stories from Elders, observing cultural procedure. • Seeking opportunities to hear oral narratives. • Understand that there are talented people in the community who can help others by using those talents. <p>Level 3 – Grades 4-6 Cultural Skills</p> <ul style="list-style-type: none"> • Identify main characters and concepts of place contained in the traditional narratives about the nation. <p>Level 3 – Grades 4-6 Identity: Cultural Understandings</p> <ul style="list-style-type: none"> • Demonstrate understanding of the shared oral history of the people in the nation/community.

Social Studies - Alberta	Grade 4 Topic B - Alberta: Its People in History <ul style="list-style-type: none"> • Understand the Native people's way of life before the coming of the Europeans. • Understand the ways Europeans influenced the Native people's way of life. • Understand the how the Native people influenced the Europeans' way of life.
WCP Social Studies	Grade 4 – Provinces and Territories: Our Places, Stories and Traditions <ul style="list-style-type: none"> • Demonstrate awareness of Aboriginal people's traditional relationship with the land. • Give examples of the diverse stories and traditions of the people of their province or territory. • Demonstrate understanding of how shared stories of their families and Elders enrich their personal and community history. • Express reasons for their ideas and opinions. • Reflect on how stories of other times and places connect to their personal experience. • Create timelines or other visual organizers to sequence and represent historical figures, relationships or events.
ICT Outcomes Div. 2	<p>C.1 - Students will access, use and communicate information from a variety of technologies. Specific Outcomes 2.1 - access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)</p> <p>C.3 - Students will critically assess information accessed through the use of a variety of technologies Specific Outcomes 2.1 - identify and distinguish points of view expressed in electronic sources on a particular topic</p> <p>C.7 - Students will use electronic research techniques to construct personal knowledge and meaning. Specific Outcomes 2.1 - use a variety of technologies to organize and synthesize researched information 2.2 - use selected presentation tools to demonstrate connections among various pieces of information</p>

WATCH A STORY

This activity is the animated version of the virtual picture book, and features the “myth sequences” from the companion television series, *Anash and the Legacy of the Sun-Rock*. Users can fast forward, rewind, or use the playhead to jump to specific parts of the story.

English Language Arts - Alberta	Grade 4 - 1.1 Discover and Explore <ul style="list-style-type: none"> • Ask questions, paraphrase and discuss to explore ideas and understand new concepts. • Share personal responses to explore and develop understanding of oral, print and other media texts.
----------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Grade 4 – 2.2 Respond to Texts</p> <ul style="list-style-type: none"> • Experience oral, print and other media texts from a variety of cultural traditions and genres such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry, and CDROM programs. • Retell events of stories in another form or medium. • Make general evaluative statements about oral, print or other media texts. • Connect the thoughts and actions of characters in oral, print and other media texts to personal and classroom experiences. • Identify the main events in oral, print and other media texts; explain their causes, and describe how they influence subsequent events. • Compare similar oral, print and other media texts and express preferences using evidence from personal experience and the texts. • Develop own opinions based on ideas encountered in oral, print and other media texts. • Explain how language and visuals work together to communicate meaning and enhance effect. <p>Grade 4 – 2.3 Understand Forms, Elements and Techniques</p> <ul style="list-style-type: none"> • Describe and compare the main characteristics of a variety of oral, print and other media texts. • Identify various ways information can be recorded and presented visually. • Identify and explain connections among events, setting and main characters in oral, print and other media texts. • Identify the speaker of oral, print or other media texts. • Identify how specific effects are used to affect viewer perceptions in oral, print and other media texts. <p>Grade 4 – 3.2 Select and Process</p> <ul style="list-style-type: none"> • Recall important points and make and revise predictions regarding upcoming information. <p>Grade 4 – 5.1 Respect others and Strengthen Community</p> <ul style="list-style-type: none"> • Describe similarities and differences between personal experiences and the experiences of people or characters from other cultures portrayed in oral, print and other media texts. • Appreciate that responses to some oral, print and other media texts may be different. • Identify and discuss main characters, plots, settings and illustrations in oral, print and other media texts from diverse cultures and communities.
<p>WCP English Language Arts</p>	<p>Grade 4 - General Outcome 1 Discover and Explore</p> <p>Consider Other Ideas</p> <ul style="list-style-type: none"> • Explore connections between a variety of insights, ideas, and responses.
<p>Aboriginal Language</p>	<p>Level 3 – Grades 4-6 Cultural Understandings</p>

And Culture Project - Western Canadian Protocol (WCP)	<ul style="list-style-type: none"> • Understand the opportunities that can be taken by students to learn culture such as guests and school, guests at home, films, requesting stories from Elders, observing cultural procedure. • Seeking opportunities to hear oral narratives. • Understand that there are talented people in the community who can help others by using those talents. Level 3 – Grades 4-6 Cultural Skills <ul style="list-style-type: none"> • Identify main characters and concepts of place contained in the traditional narratives about the nation. Level 3 – Grades 4-6 Identity: Cultural Understandings <ul style="list-style-type: none"> • Demonstrate understanding of the shared oral history of the people in the nation/community.
Social Studies - Alberta	Grade 4 Topic B - Alberta: Its People in History <ul style="list-style-type: none"> • Understand the Native people's way of life before the coming of the Europeans. • Understand the ways Europeans influenced the Native people's way of life. • Understand how the Native people influenced the European's way of life.
WCP Social Studies	Grade 4 – Provinces and Territories: Our Places, Stories and Traditions <ul style="list-style-type: none"> • Demonstrate awareness of Aboriginal people's traditional relationship with the land. • Give examples of the diverse stories and traditions of the people of their province or territory. • Demonstrate understanding of how shared stories of their families and Elders enrich their personal and community history. • Express reasons for their ideas and opinions. • Reflect on how stories of other times and places connect to their personal experience.
ICT Outcomes Div. 2	C.1 - Students will access, use and communicate information from a variety of technologies. Specific Outcomes 2.1 - access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs) C.3 - Students will critically assess information accessed through the use of a variety of technologies Specific Outcomes 2.1 - identify and distinguish points of view expressed in electronic sources on a particular topic

CROSSWORD PUZZLES

Users can play with interactive crossword puzzles using vocabulary and concepts from throughout the site, focusing on stories, storytelling, and Tlingit culture.

English Language Arts -	Grade 4 - 1.1 Discover and Explore
--------------------------------	-------------------------------------------

Alberta	<ul style="list-style-type: none"> • Ask questions, paraphrase and discuss to explore ideas and understand new concepts. • Share personal responses to explore and develop understanding of oral, print and other media texts. <p>Grade 4 - 2.1 Using Strategies and Cues</p> <ul style="list-style-type: none"> • Extend sight vocabulary to include words frequently used in other subject areas. • Identify and know the meaning of some frequently used prefixes and suffixes. • Apply knowledge of root words, compound words, syllabication, contractions, and complex word families to read unfamiliar words in context. • Integrate knowledge of phonics and sight vocabulary with knowledge of language and context cues to read unfamiliar words in context. • Use junior dictionaries, spell-check functions and electronic dictionaries to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts.
WCP English Language Arts	<p>Grade 4 - General Outcome 2 Use Strategies and Cues</p> <p>Comprehension Strategies</p> <ul style="list-style-type: none"> • Confirm or reject inferences, predictions, or conclusions based on textual information; check and confirm understanding by rereading
Aboriginal Language And Culture Project - Western Canadian Protocol (WCP)	<p>Level 3 – Grades 4-6 Cultural Understandings</p> <ul style="list-style-type: none"> • Understand the opportunities that can be taken by students to learn culture such as guests and school, guests at home, films, requesting stories from Elders, observing cultural procedure. • Seeking opportunities to hear oral narratives. • Understand that there are talented people in the community who can help others by using those talents. <p>Level 3 – Grades 4-6 Cultural Skills</p> <ul style="list-style-type: none"> • Identify main characters and concepts of place contained in the traditional narratives about the nation. <p>Level 3 – Grades 4-6 Identity: Cultural Understandings</p> <ul style="list-style-type: none"> • Demonstrate understanding of the shared oral history of the people in the nation/community.
Social Studies - Alberta	<p>Grade 4 Topic B - Alberta: Its People in History</p> <ul style="list-style-type: none"> • Understand the Native people's way of life before the coming of the Europeans. • Understand the ways Europeans influenced the Native people's way of life. • Understand how the Native people influenced the European's way of life.

WCP Social Studies	<p>Grade 4 – Provinces and Territories: Our Places, Stories and Traditions</p> <ul style="list-style-type: none"> • Demonstrate awareness of Aboriginal people’s traditional relationship with the land. • Give examples of the diverse stories and traditions of the people of their province or territory. • Demonstrate understanding of how shared stories of their families and Elders enrich their personal and community history. • Reflect on how stories of other times and places connect to their personal experience.
---------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

ICT Outcomes Div. 2	<p>C.1 - Students will access, use and communicate information from a variety of technologies.</p> <p>Specific Outcomes</p> <p>2.1 - access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)</p> <p>C.7 - Students will use electronic research techniques to construct personal knowledge and meaning.</p> <p>Specific Outcomes</p> <p>2.1 - use a variety of technologies to organize and synthesize researched information</p>
----------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

WORD SEARCH

Users can play with interactive word search puzzles using vocabulary and concepts from throughout the site, focusing on stories, storytelling, and Tlingit culture.

English Language Arts - Alberta	<p>Grade 4 - 2.1 Using Strategies and Cues</p> <ul style="list-style-type: none"> • Extend sight vocabulary to include words frequently used in other subject areas. • Identify and know the meaning of some frequently used prefixes and suffixes. • Apply knowledge of root words, compound words, syllabication, contractions, and complex word families to read unfamiliar words in context. • Integrate knowledge of phonics and sight vocabulary with knowledge of language and context cues to read unfamiliar words in context. • Use junior dictionaries, spell-check functions and electronic dictionaries to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts.
----------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Social Studies - Alberta	Grade 4 Topic B - Alberta: Its People in History <ul style="list-style-type: none"> • Understand the Native people's way of life before the coming of the Europeans. • Understand the ways Europeans influenced the Native people's way of life. • Understand how the Native people influenced the European's way of life.
WCP Social Studies	Grade 4 – Provinces and Territories: Our Places, Stories and Traditions <ul style="list-style-type: none"> • Demonstrate awareness of Aboriginal people's traditional relationship with the land. • Give examples of the diverse stories and traditions of the people of their province or territory. • Demonstrate understanding of how shared stories of their families and Elders enrich their personal and community history. • Reflect on how stories of other times and places connect to their personal experience.
ICT Outcomes Div. 2	C.1 - Students will access, use and communicate information from a variety of technologies. Specific Outcomes 2.1 - access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)

JIGSAW PUZZLES

Users can play with interactive jigsaw puzzles using images from the companion television series.

Art - Alberta	Grade 4 - Component 3 - APPRECIATION: Students will interpret artworks by examining their context and less visible characteristics. Concepts A. Contextual information (geographical, historical, biographical, cultural) may be needed to understand works of art. B. Artistic style is largely the product of an age. D. Our associations influence the way we experience a work of art. E. Art is valued for different reasons; e.g., aesthetic, economic, symbolic, associative.
English Language Arts - Alberta	Grade 4 - 1.1 Discover and Explore <ul style="list-style-type: none"> • Ask questions, paraphrase, and discuss to explore ideas and understand new concepts. • Share personal responses to explore and develop understanding of oral, print, and other media texts. Grade 4 – 2.2 Respond to Texts <ul style="list-style-type: none"> • Experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal

	<p>narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs.</p> <ul style="list-style-type: none"> • Compare similar oral, print and other media texts and express preferences, using evidence from personal experiences and the texts <p>Grade 4 – 3.3 - Organize, Record and Evaluate</p> <ul style="list-style-type: none"> • Paraphrase information from oral, print and other media sources
<p>Social Studies - Alberta</p>	<p>Grade 4 - 4.2 The Stories, Histories and Peoples of Alberta</p> <p>4.2.2 assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • What do the stories of Aboriginal peoples tell us about their beliefs regarding the relationship between people and the land? (TCC) <p>4.3.3 examine, critically, Alberta’s changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • In what ways have Aboriginal peoples and communities changed over time? (CC, I, TCC)
<p>Social Studies – Western Canada Protocol</p>	<p>Grade 4 – Identity Learning Outcomes</p> <p>Knowledge and Understanding</p> <p>4-K-I-006 demonstrate understanding that their identities are shaped by living in Canada as well as by living in a particular region, province or territory</p> <p>Grade 4 – Culture and Community</p> <p>Values and Attitudes</p> <p>4-V-CC-004 appreciate the cultural diversity within their province or territory</p> <p>4-V-CC-005A nurture openness and a welcoming attitude within their First Nations, Inuit, or Métis communities</p> <p>Grade 4 – The Land: Places and People</p> <p>Values and Attitudes</p> <p>4-V-L-007A respect the spiritual dimension of their connections to the environment (land, water, sky)</p> <p>4-V-L-008 appreciate the power and beauty of the land (e.g., kajjaarnaqtuq, an Inuit term that conveys the power and beauty of the land; a sense of awe of the land)</p> <p>Grade 4 – Skills and Processes</p> <p>Creative and Critical Thinking</p> <p>4-S-017 reflect on how stories of other times and places connect to their personal experience</p>

<p>ICT Outcomes Div. 2</p>	<p>C.1 - Students will access, use, and communicate information from a variety of technologies. 2.1 access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)</p> <p>F.4 - Students will become discerning consumers of mass media and electronic information. 2.1 recognize that graphics, video and sound enhance communication</p> <p>F.5 - Students will practice the concepts of ergonomics and safety when using technology. 2.1 demonstrate the application of ergonomics to promote personal health and well-being 2.2 identify and apply safety procedures required for the technology being used</p> <p>F.6 - Students will demonstrate a basic understanding of the operating skills required in a variety of technologies. 2.1 power up and power down various technologies and peripherals correctly 2.3 use peripherals, including printers and scanners 2.4 use appropriate keyboarding techniques for the alphabetic and punctuation keys</p>
-----------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

SLIDE PUZZLES

Users can play with interactive sliding tile puzzles using images from the companion television series.

<p>Art - Alberta</p>	<p>Grade 4 - Component 3 - APPRECIATION: Students will interpret artworks by examining their context and less visible characteristics.</p> <p>Concepts</p> <p>A. Contextual information (geographical, historical, biographical, cultural) may be needed to understand works of art. B. Artistic style is largely the product of an age. D. Our associations influence the way we experience a work of art. E. Art is valued for different reasons; e.g., aesthetic, economic, symbolic, associative.</p>
-----------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>English Language Arts - Alberta</p>	<p>Grade 4 - 1.1 Discover and Explore</p> <ul style="list-style-type: none"> • Ask questions, paraphrase, and discuss to explore ideas and understand new concepts. • Share personal responses to explore and develop understanding of oral, print, and other media texts. <p>Grade 4 – 2.2 Respond to Texts</p> <ul style="list-style-type: none"> • Experience oral, print and other media texts from a variety of cultural traditions and genres, such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry and CDROM programs.
-----------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<ul style="list-style-type: none"> • Compare similar oral, print and other media texts and express preferences, using evidence from personal experiences and the texts <p>Grade 4 – 3.3 - Organize, Record and Evaluate</p> <ul style="list-style-type: none"> • Paraphrase information from oral, print and other media sources
<p>English Language Arts – Western Canada Protocol</p>	<p>Grade 4 – General Outcome 1 Clarify and Extend Develop Understanding</p> <ul style="list-style-type: none"> • Connect new information and experiences with prior knowledge to construct meaning in different contexts <p>Grade 4 – General Outcome 2 Use Strategies and Cues Prior Knowledge</p> <ul style="list-style-type: none"> • Make and record connections between personal experiences, prior knowledge, and a variety of texts <p>Grade 4 – General Outcome 5 Develop and Celebrate Community Appreciate Diversity</p> <ul style="list-style-type: none"> • Connect the insights of individuals in oral, print, and other media texts to personal experiences
<p>Social Studies - Alberta</p>	<p>Grade 4 - 4.2 The Stories, Histories and Peoples of Alberta</p> <p>4.2.2 assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • What do the stories of Aboriginal peoples tell us about their beliefs regarding the relationship between people and the land? (TCC) <p>4.3.3 examine, critically, Alberta's changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • In what ways have Aboriginal peoples and communities changed over time? (CC, I, TCC)

<p>Social Studies – Western Canada Protocol</p>	<p>Grade 4 – Identity Learning Outcomes Knowledge and Understanding 4-K-I-006 demonstrate understanding that their identities are shaped by living in Canada as well as by living in a particular region, province or territory</p> <p>Grade 4 – Culture and Community Values and Attitudes 4-V-CC-004 appreciate the cultural diversity within their province or territory</p> <p>4-V-CC-005A nurture openness and a welcoming attitude within their First Nations, Inuit, or Métis communities</p> <p>Grade 4 – The Land: Places and People Values and Attitudes 4-V-L-007A respect the spiritual dimension of their connections to the environment (land, water, sky) 4-V-L-008 appreciate the power and beauty of the land (e.g., kajaarnaqtuq, an Inuit term that conveys the power and beauty of the land; a sense of awe of the land)</p> <p>Grade 4 – Skills and Processes Creative and Critical Thinking 4-S-017 reflect on how stories of other times and places connect to their personal experience</p>
<p>ICT Outcomes Div. 2</p>	<p>C.1 - Students will access, use and communicate information from a variety of technologies. 2.1 access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)</p> <p>F.4 - Students will become discerning consumers of mass media and electronic information. 2.1 recognize that graphics, video and sound enhance communication</p> <p>F.5 - Students will practice the concepts of ergonomics and safety when using technology. 2.1 demonstrate the application of ergonomics to promote personal health and well-being 2.2 identify and apply safety procedures required for the technology being used</p> <p>F.6 - Students will demonstrate a basic understanding of the operating skills required in a variety of technologies. 2.1 power up and power down various technologies and peripherals correctly 2.3 use peripherals, including printers and scanners 2.4 use appropriate keyboarding techniques for the alphabetic and punctuation keys</p>

SHOWCASE

The Showcase contains all of the stories and comics created and saved by Anash Interactive members. Members can view their own creations, vote for their favourite comics/stories, and flag comics/stories that contain inappropriate content.

English Language Arts - Alberta	<p>Grade 4 - 1.1 Discover and Explore</p> <ul style="list-style-type: none">• Ask questions, paraphrase and discuss to explore ideas and understand new concepts.• Share personal responses to explore and develop understanding of oral, print and other media texts. <p>Grade 4 – 2.3 Understand Forms, Elements and Techniques</p> <ul style="list-style-type: none">• Describe and compare the main characteristics of a variety of oral, print and other media texts.• Identify various ways information can be recorded and presented visually.• Identify and explain connections among events, setting and main characters in oral, print and other media texts.• Identify the speaker of oral, print or other media texts.• Identify how specific effects are used to affect viewer perceptions in oral, print and other media texts. <p>Grade 4 – 3.2 Select and Process</p> <ul style="list-style-type: none">• Recall important points and make and revise predictions regarding upcoming information. <p>Grade 4 – 5.1 Respect others and Strengthen Community</p> <ul style="list-style-type: none">• Describe similarities and differences between personal experiences and the experiences of people or characters from other cultures portrayed in oral, print and other media texts.• Appreciate that responses to some oral, print and other media texts may be different.• Identify and discuss main characters, plots, settings and illustrations in oral, print and other media texts from diverse cultures and communities.
WCP English Language Arts	<p>Grade 4 - General Outcome 1 Discover and Explore</p> <p>Consider Other Ideas</p> <ul style="list-style-type: none">• Explore connections between a variety of insights, ideas, and responses <p>General Outcome 2 Strategies and Cues</p> <p>Comprehension Strategies</p> <ul style="list-style-type: none">• Confirm or reject inferences, predictions, or conclusions based on textual information; check and confirm understanding by rereading

Aboriginal Language And Culture Project - Western Canadian Protocol (WCP)	<p>Level 3 – Grades 4-6 Cultural Understandings</p> <ul style="list-style-type: none"> • Understand the opportunities that can be taken by students to learn culture such as guests and school, guests at home, films, requesting stories from Elders, observing cultural procedure. • Seeking opportunities to hear oral narratives. • Understand that there are talented people in the community who can help others by using those talents. <p>Level 3 – Grades 4-6 Identity: Cultural Understandings</p> <ul style="list-style-type: none"> • Demonstrate understanding of the shared oral history of the people in the nation/community.
----------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Social Studies - Alberta	<p>Grade 4 Topic B - Alberta: Its People in History</p> <ul style="list-style-type: none"> • Understand the Native people's way of life before the coming of the Europeans. • Understand the ways Europeans influenced the Native people's way of life. • Understand how the Native people influenced the European's way of life.
---------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

WCP Social Studies	<p>Grade 4 – Provinces and Territories: Our Places, Stories and Traditions</p> <ul style="list-style-type: none"> • Demonstrate awareness of Aboriginal people's traditional relationship with the land. • Give examples of the diverse stories and traditions of the people of their province or territory. • Demonstrate understanding of how shared stories of their families and Elders enrich their personal and community history. • Express reasons for their ideas and opinions. • Present information using oral, visual, material, print or electronic media. • Use a variety of information technologies to interact with others. • Reflect on how stories of other times and places connect to their personal experience.
---------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

ICT Outcomes Div. 2	<p>C.1 - Students will access, use and communicate information from a variety of technologies.</p> <p>Specific Outcomes</p> <p>2.1 - access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)</p>
----------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

THE LONGHOUSE

The longhouse has a series of webisodes featuring Tlingit people and their culture, which can be viewed immediately, or the user has the option to subscribe to the podcast feed.

English Language Arts - Alberta	<p>Grade 4 - 1.1 Discover and Explore</p> <ul style="list-style-type: none"> • Compare new ideas, information and experiences to prior knowledge and experiences • Ask questions, paraphrase and discuss to explore ideas and understand new concepts. • Share personal responses to explore and develop understanding of oral, print and other media texts. • Discuss and compare the ways similar topics are developed in different forms of oral, print and other media
----------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>texts</p> <p>Grade 4 - 1.2 Clarify and Extend</p> <ul style="list-style-type: none"> Identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts <p>Grade 4 – 2.1 Use Strategies and Cues</p> <ul style="list-style-type: none"> Use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information Comprehend new ideas and information by responding personally and discussing ideas with others <p>Grade 4 – 3.3 Organize, Record and Evaluate</p> <ul style="list-style-type: none"> Paraphrase information from oral, print and other media sources <p>Grade 4 – 4.3 Present and Share</p> <ul style="list-style-type: none"> Give constructive feedback, ask relevant questions, and express related opinions in response to oral and visual presentations <p>Grade 4 – 5.1 Respect Others and Strengthen Community</p> <ul style="list-style-type: none"> Describe similarities and differences between personal experiences and the experiences of people or characters from various cultures portrayed in oral, print and other media texts
<p>English Language Arts – Western Canada Protocol</p>	<p>Grade 4 – General Outcome 1 - Discover and Explore Express Ideas</p> <ul style="list-style-type: none"> Describe and reflect upon personal observations and experiences to reach tentative conclusions. <p>Consider Others’ Ideas</p> <ul style="list-style-type: none"> Explore connections between a variety of insights, ideas, and responses <p>Grade 4 – General Outcome 1 - Clarify and Extend Develop Understanding</p> <ul style="list-style-type: none"> Connect new information and experiences with prior knowledge to construct meaning in different contexts. <p>Extend Understanding</p> <ul style="list-style-type: none"> Reflect on ideas and experiences to clarify and extend understanding <p>Grade 4 – General Outcome 3 – Select and Process Access Information</p> <ul style="list-style-type: none"> Use a variety of tools [such as indices, maps, atlases, charts, glossaries, typographical features, card or electronic catalogues, dictionaries] to access information and ideas; use visual and auditory cues to identify important information

Make Sense of Information

- Determine main and supporting ideas using prior knowledge, predictions, connections, inferences, and visual and auditory cues

Grade 4 – General Outcome 3 – Organize, Record and Evaluate**Develop New Understanding**

- Use gathered information and questions to review and add to knowledge; consider new questions regarding the inquiry or research process and content

Grade 4 – General Outcome 5 – Develop and Celebrate Community**Relate Texts to Culture**

- Explore cultural representations in oral, print, and other media texts from various communities

Appreciate Diversity

- Connect the insights of individuals in oral, print, and other media texts to personal experiences

<p>Social Studies - Alberta</p>	<p>Grade 4 - 4.2 The Stories, Histories and Peoples of Alberta</p> <p>4.2.1 appreciate how an understanding of Alberta’s history, peoples and stories contributes to their own sense of belonging and identity:</p> <ul style="list-style-type: none"> • Recognize how stories of people and events provide multiple perspectives on past and present events. (I, TCC) • Recognize oral traditions, narratives, and stories as valid sources of knowledge about the land, culture, and history. (CC, TCC) • Recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta’s culture and identity. (CC, I, TCC) <p>4.2.2 assess, critically, how the cultural and linguistic heritage and diversity of Alberta has evolved over time by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • Which First Nations originally inhabited the different areas of the province? (CC, LPP, TCC) • How is the diversity of Aboriginal peoples reflected in the number of languages spoken? (CC, I, LPP) • What do the stories of Aboriginal peoples tell us about their beliefs regarding the relationship between people and the land? (TCC) • How did the Métis Nation and Métis settlements contribute to Alberta’s identity (i.e., languages, accomplishments)? (CC, I, LPP, TCC) <p>Grade 4 - 4.3 Alberta: Celebrations and Challenges</p> <p>4.3.1 appreciate the factors contributing to quality of life in Alberta:</p> <ul style="list-style-type: none"> • Value and respect their own and other cultural identities (C, I) • Demonstrate respect for the rights, opinions and perspectives of others (C, I) • Demonstrate respect for the cultural and linguistic diversity in Alberta (C, I) • Value and respect their relationships with the environment (C, ER, LPP) <p>4.3.3 examine, critically, Alberta’s changing cultural and social dynamics by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • In what ways have Aboriginal peoples and communities changed over time? (CC, I, TCC) • In what ways have music, art, narratives, and literature contributed to the vitality of the culture, language and identity of diverse Alberta communities over time? (I, CC, LPP, TCC)
----------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Social Studies – Western Canada Protocol</p>	<p>Grade 4 – Identity Learning Outcomes Knowledge and Understanding 4-K-I-006 demonstrate understanding that their identities are shaped by living in Canada as well as by living in a particular region, province or territory</p> <p>Grade 4 – Culture and Community Values and Attitudes 4-V-CC-004 appreciate the cultural diversity within their province or territory</p> <p>4-V-CC-005A nurture openness and a welcoming attitude within their First Nations, Inuit, or Métis communities</p> <p>Grade 4 – The Land: Places and People Values and Attitudes 4-V-L-007A respect the spiritual dimension of their connections to the environment (land, water, sky) 4-V-L-008 appreciate the power and beauty of the land (e.g., kajjaarnaqtuq, an Inuit term that conveys the power and beauty of the land; a sense of awe of the land)</p> <p>Grade 4 – Time Continuity and Change Values and Attitudes 4-V-T-010 respect oral tradition as a source of historical information 4-V-T-011 appreciate the significance of their province’s or territory’s history and its influence on their local community</p> <p>Grade 4 – Culture and Community Knowledge and Understanding 4-K-CC-008 describe how First Nations, Inuit, and Métis people have helped shape their province or territory 4-K-CC-008A identify connections between their community and other First Nations, Inuit, or Métis communities 4-K-CC-010 identify diverse cultural communities and describe how they have helped shape their province or territory</p> <p>Grade 4 – The Land: Places and People Knowledge and Understanding 4-K-CC-010 identify diverse cultural communities and describe how they have helped shape their province or territory</p> <p>Grade 4 – Time Continuity and Change Knowledge and Understanding 4-K-T-026 demonstrate awareness of key people and events that shaped their province or territory 4-K-T-027 demonstrate awareness of key people and events that shaped the northern territory studied 4-K-T-029 demonstrate awareness that accounts of the past may vary according to different perspectives</p>
--------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Grade 4 – Skills and Processes</p> <p>Communication 4-S-006 actively listen to the accounts and points of view of others</p> <p>Creative and Critical Thinking 4-S-017 reflect on how stories of other times and places connect to their personal experience</p> <p>Managing Ideas and Information 4-S-018 access and select information using a variety of oral, visual, material, print, or electronic sources and tools, including atlases!, e.g., <i>traditional and nontraditional sources, maps; tools such as table of contents, glossary, index</i> 4-S-024 select and use appropriate tools and technologies to accomplish tasks</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>ICT Outcomes Div. 2</p>	<p>C.1 - Students will access, use and communicate information from a variety of technologies. 2.1 access and retrieve appropriate information from the Internet by using a specific search path or from given uniform resource locations (URLs)</p> <p>F.4 - Students will become discerning consumers of mass media and electronic information. 2.1 recognize that graphics, video and sound enhance communication</p> <p>F.5 - Students will practise the concepts of ergonomics and safety when using technology. 2.1 demonstrate the application of ergonomics to promote personal health and well-being 2.2 identify and apply safety procedures required for the technology being used</p> <p>F.6 - Students will demonstrate a basic understanding of the operating skills required in a variety of technologies. 2.1 power up and power down various technologies and peripherals correctly 2.3 use peripherals, including printers and scanners 2.4 use appropriate keyboarding techniques for the alphabetic and punctuation keys</p>
-----------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------