

PWNHC Resources	Curriculum Links – ELA Grade 2	Curriculum Links – ELA Grade 4	Curriculum Links – ELA Grade 5	Curriculum Links - ELA Grade 7	Curriculum Links- ELA Grade 9	Curriculum Links ELA Grade 11
On-Line Exhibit NWT Historical Timeline		Uses relevant information from primary and/or secondary sources and identifies additional sources when needed	<p>Begins to use a combination of relevant primary and secondary sources, and identifies additional sources of information when needed</p> <p>2.3 understand and use a variety of forms of texts (such as poetry, articles, news reports, documentaries)</p> <p>3.2 answer inquiry or research questions using a variety of information sources</p>	<p>2.2.1 Explore a variety of oral, print and media texts</p> <p>2.2.3 Identify ideas, points of view, and bias in texts</p> <p>3.2.1 Identify relevant primary and secondary sources to answer inquiry or research questions</p> <p>3.2.2 Use criteria to evaluate usefulness and reliability of sources</p>	<p>3.2 obtain information and varied perspectives when inquiring or researching using a range of information sources (such as expository essays, radio and television transcripts, charts, tables, graphs, diagrams)</p> <p>2.2 examine how personal experiences, community traditions, and Canadian perspectives are presented in a variety of oral, print, and other media texts</p>	<p>1.2 Explore various viewpoints and consider the consequences of particular positions when generating and responding to texts</p> <p>Evaluate how perspectives and biases influence the choice of information sources for inquiry or research</p> <p>Access information using a variety of tools, skills, and sources to accomplish a particular purpose</p> <p>3.3 Evaluate</p>

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			5.2 draw on oral, print, and other media texts to explain personal perspectives on cultural representations	3.3.2 Record key ideas and details; cite sources appropriately	<p>Access information using a variety of tools, skills, and sources to accomplish a particular purpose</p> <p>Evaluate information for completeness, accuracy, currency, historical context, relevance, and balance of perspectives</p> <p>identify and examine ways in which culture, society, and language conventions shape texts</p>	information for completeness, accuracy, currency, historical context, relevance, and balance of perspectives

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On-Line Exhibit		Uses relevant information from primary	2.2 experience texts from a	2.2.1 Explore a	2.2 examine how	Explore a range of texts and genres

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The Journals of Norman Robinson		and/or secondary sources and identifies additional sources when needed	variety of genres and cultural traditions; explain preferences for particular types of a variety of texts	variety of oral, print and media texts	personal experiences, community traditions, and Canadian perspectives are presented in a variety of oral, print, and other media texts 5.2 explain ways in which oral, print, and other media texts reflect topics and themes in life	and discuss how they affect personal interests, ideas, and attitudes
On-Line Hi-Resolution Photo Gallery	2.2 identify and express the feelings of people in a variety of oral, print, and other media texts	Uses relevant information from primary and/or secondary sources and identifies additional sources when needed 2.2 identify similarities	5.2 compare individuals and situations portrayed in oral, print, and other media texts to those encountered in real life			

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	<p>3.2 access information using a variety of sources</p> <p>5.2 connect situations portrayed in oral, print, and other media texts to personal experiences</p> <p>3.3 categorize related information and ideas using a variety of strategies</p>	<p>and differences between personal experiences and the experiences of people from various cultures portrayed in a variety of oral, print, and other media texts</p> <p>3.2 answer inquiry or research questions using a variety of information sources (such as classroom materials, school libraries, video programs,</p>				

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		Dene/Inuit hunts)				
On Site NWT Archives Library		Uses relevant information from primary and/or secondary sources and identifies additional sources when needed	<p>2.2 experience texts from a variety of genres and cultural traditions; explain preferences for particular types of a variety of texts</p> <p>3.2 answer inquiry or research questions using a variety of information sources</p> <p>3.3 record information in own words; cite authors and titles alphabetically and provide</p>	<p>2.2.1 Explore a variety of oral, print and media texts</p> <p>3.2.3 Use text features and references tools to identify relevant information</p> <p>3.3.2 Record key ideas and details; cite sources appropriately</p>	<p>Access information using a variety of tools, skills, and sources to accomplish a particular purpose</p> <p>Summarize and record information, ideas, and perspectives from a variety of sources; document sources accurately</p> <p>Evaluate information for completeness, accuracy, currency, historical</p>	<p>2.2 Experience texts from a variety of genres and cultural traditions; compare various interpretations of texts</p> <p>Access information using a variety of tools, skills, and sources to accomplish a particular purpose</p>

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			publication dates of sources		context, relevance, and balance of perspectives Identify and examine ways in which culture, society, and language conventions shape texts	
On-Line Places we take Care of – Sahtu Report		Uses relevant information from primary and/or secondary sources and identifies additional sources when needed	5.2 draw on oral, print, and other media texts to explain personal perspectives on cultural representations	2.2.1 Explore a variety of oral, print and media texts	Explain ways in which oral, print, and other media texts reflect topics and themes in life	
On-Line Exhibit Journey to Kitigaaryuk		Uses relevant information from primary and/or secondary sources and identifies additional	5.2 draw on oral, print, and other media texts to explain personal perspectives on cultural	2.2.1 Explore a variety of oral, print and media texts	Explain ways in which oral, print, and other media texts reflect topics and themes in life	

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		sources when needed 2.2 identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in a variety of oral, print, and other media texts	representations			
On Site Museum Collection Section	1.2 demonstrate curiosity about ideas and observations to make sense of experiences 5.2 connect	Uses relevant information from primary and/or secondary sources and identifies additional sources when needed			Access information using a variety of tools, skills, and sources to accomplish a particular purpose	Access information using a variety of tools, skills, and sources to accomplish a particular Purpose

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	situations portrayed in oral, print, and other media texts to personal experiences	<p>2.2 identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in a variety of oral, print, and other media texts</p> <p>3.2 answer inquiry or research questions using a variety of information sources (such as classroom materials, school</p>				

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		libraries, video programs, Dene/Inuit hunts)				
On Line Teachers' Resource Nationalism in the North Exploring Land Claims and Treaties with the Historical Timeline of the NWT						1.2 Explore various viewpoints and consider the consequences of particular positions when generating and responding to texts Evaluate how perspectives and biases influence the choice of information sources for inquiry or research Access information using a variety of tools, skills, and sources to accomplish a

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						particular purpose 3.3 Evaluate information for completeness, accuracy, currency, historical context, relevance, and balance of perspectives
Education Section – Edukit (Threads from the Land)		Uses relevant information from primary and/or secondary sources and identifies additional sources when needed	5.2 draw on oral, print, and other media texts to explain personal perspectives on cultural representations	2.2.1 Explore a variety of oral, print and media texts		
Education Section – Edukit (Mackenzie/		Uses relevant information from primary and/or secondary sources and identifies		2.2.1 Explore a variety of oral, print and media texts		

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English Chief)		additional sources when needed				
Education Section – Edukit (Inuvialuit Way of Life)		<p>Uses relevant information from primary and/or secondary sources and identifies additional sources when needed</p> <p>2.2 identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in a variety of oral, print, and other</p>	5.2 draw on oral, print, and other media texts to explain personal perspectives on cultural representations	2.2.1 Explore a variety of oral, print and media texts		

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		media texts				
Education Section – Edukit (Treaty 11)				2.2.1 Explore a variety of oral, print and media texts		1.2 explore various viewpoints and consider the consequences of particular positions when generating and responding to texts 2.2 experience texts from a variety of genres and cultural traditions; compare various interpretations of texts
Education Section – Edukit (Beringia)				2.2.1 Explore a variety of oral, print and media texts		

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Education Section – <i>Edukit</i> (Idaa Trail)		Uses relevant information from primary and/or secondary sources and identifies additional sources when needed	Uses relevant information from primary and/or secondary sources and identifies additional sources when needed	2.2.1 Explore a variety of oral, print and media texts		
Education Section – <i>Edukit</i> (History of Yellowknife)		Uses relevant information from primary and/or secondary sources and identifies additional sources when needed	5.2 draw on oral, print, and other media texts to explain personal perspectives on cultural representations	2.2.1 Explore a variety of oral, print and media texts		
Education Section – <i>Edukit</i> (From Tree to Song)		Uses relevant information from primary and/or secondary sources and identifies additional sources when needed	5.2 draw on oral, print, and other media texts to explain personal perspectives on cultural representations	2.2.1 Explore a variety of oral, print and media texts		

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Education Section - Artifact Collection		3.2 answer inquiry or research questions using a variety of information sources (such as classroom materials, school libraries, video programs, Dene/Inuit hunts)				
Mildred Hall Mapping Project (Gr. 6-8)		Begins to share the responsibility for group tasks Uses relevant information from primary and/or secondary sources and identifies additional		4.2.4 Experiment with language to create desired effect in oral, print, and other media text 4.4.2 Present information		

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		sources when needed		and ideas orally to a particular audience 5.1.1 Make decisions collaboratively to follow or modify pre-established group processes in order to work in a variety of partnerships and groups		
Historica Fair Projects	4.1 use a variety of forms [such as simple reports, illustrations, role-plays of characters and situations, string games...] for	3.2 record, select, and share personal knowledge of a topic to focus inquiry or research 3.2 answer inquiry or	3.2 answer inquiry or research questions using a variety of information sources 3.3 record information in own words; cite	4.2.4 Experiment with language to create desired effect in oral, print, and other media text 4.4 -prepare and	3.1 Prepare and use a plan to access, gather, and evaluate ideas and information from a variety of human, print, and electronic sources	

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	<p>particular audiences and purposes</p> <p>4.2 experiment with words and simple sentence patterns to enhance communication</p> <p>4.4 share information and ideas on a topic with a familiar audience; clarify information by responding to questions</p> <p>5.2 tell, draw, and write about self,</p>	<p>research questions using a variety of information sources (such as classroom materials, school libraries, video programs, Dene/Inuit hunts)</p> <p>4.2 prepare organized compositions and reports using sound effects and visuals [such as graphs, charts, diagrams...] that engage the audience</p> <p>4.4 prepare and</p>	<p>authors and titles alphabetically and provide publication dates of sources</p> <p>4.2 prepare organized compositions presentations reports, and inquiry or research projects using pre-established organizers</p> <p>4.4 prepare and share information on a topic using print and non-print aids to engage and inform a familiar audience</p>	<p>share information on a topic using print and non-print aids to engage and inform a familiar audience</p> <p>4.4.2 Present information and ideas orally to a particular audience</p> <p>5.1.2 Adjust listening, viewing, speaking behaviours according to the situation</p>	<p>3.2 obtain information and varied perspectives when inquiring or researching using a range of information sources (such as expository essays, radio and television transcripts, charts, tables, graphs, diagrams)</p> <p>3.3 summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and</p>	

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	family, and community	<p>share information on a topic using print and non-print aids to engage and inform a familiar audience</p> <p>Uses relevant information from primary and/or secondary sources and identifies additional sources when needed</p> <p>Uses appropriate volume, intonation and non-verbal cues when presenting information</p> <p>Begins to cite references using authors' names in</p>	<p>4.4 use gestures and facial expression to enhance oral presentations; use emphasis and appropriate pacing; arrange presentation space to focus audience attention</p> <p>Cite references using authors' names in alphabetical order, titles, and publication dates</p>		opinions; reference sources	

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		<p>alphabetical order and titles</p> <p>Focuses a topic using a variety of sources</p> <p>Uses basic capitalization and punctuation, including commas in series and quotation marks, when editing and proofreading</p>				
Self Government Project						<p>Examine and adjust initial understanding according to new knowledge, ideas, experiences and responses from others</p> <p>1.2 explore various</p>

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						<p>viewpoints and consider the consequences of particular positions when generating and responding to texts</p> <p>2.2 experience texts from a variety of genres and cultural traditions; compare various interpretations of texts</p> <p>3.1 develop, use, and adapt an inquiry or research plan appropriate for content, audience, purpose, context, sources, and procedure</p> <p>3.3</p>

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						evaluate information for completeness, accuracy, currency, historical context, relevance, and balance of perspectives

*ELA Curriculum links based on the Western Canadian Protocol for Collaboration for Gr K-11 as well as NWT English Language Arts Curriculum