

General Outcome 5



Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Students use language to build community within the home, school, workplace, and the wider society. In a multicultural country, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

Students learn collaboration skills by discussing in groups, by building on others' ideas, and by planning and working together to meet common goals that strengthen classroom and school

communities. They learn to use language to offer assistance and to participate in and enrich their school life. In these ways, students share perspectives and ideas, develop understanding, and demonstrate respect for diversity.

Students learn that language is important for celebrating events of personal, community, national, and global significance. In their language learning and use, students develop their knowledge of language forms and functions. As well, they come to know how language preserves and enriches culture. To celebrate their own use of language, students display their work, share with others, and delight both in their own and others' contributions. Students need opportunities to reflect on, appraise, and celebrate their progress and achievements in a community of learners.



General Outcome:

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

1 Specific Outcome 5.1.1

Work in partnerships and small groups to follow pre-established group processes by accepting responsibility for a task and corresponding role

****Guided practice is required when learning how to cooperate in group activities: cooperation and collaboration need to be taught.**

Group processes include:

- **communication** (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback)
- **participation** (following directions, following procedures)
- **decision making** (solving problems, resolving conflicts)
- **role fulfillment** (accepting responsibility)

General Example(s)

- cooperative learning centres, cooperative games and activities, sharing circles, exploratory talks, projects, experiments, shared writing, shared reading, ...

Specific Outcome Links

- See Express Ideas & Consider Others' Ideas (1.1.1), Identify Sources of Information (3.2.1), Revise Content (4.2.2), and Use Language to Show Respect (5.1.2)

2 Specific Outcome 5.1.1

Work in a variety of partnerships and groups to follow pre-established group processes by responding to others

****Guided practice is required when learning how to cooperate in group activities: cooperation and collaboration need to be taught.**

Group processes include:

- **communication** (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback)
- **participation** (following directions, following procedures)
- **decision making** (solving problems, resolving conflicts)
- **role fulfillment** (accepting responsibility)

General Example(s)

- cooperative learning centres, cooperative games and activities, sharing circles, literature circles, exploratory talks, projects, experiments, shared writing, shared reading, ...

Specific Outcome Links

- See Express Ideas & Consider Others' Ideas (1.1.1), Identify Sources of Information (3.2.1), Revise Content (4.2.2), and Use Language to Show Respect (5.1.2)

Work in Groups

3 Specific Outcome 5.1.1

Work in a variety of partnerships and groups to follow pre-established group processes by solving problems collaboratively

****Guided practice is required when learning how to cooperate in group activities: cooperation and collaboration need to be taught.**

Group processes include:

- **communication** (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback)
- **participation** (following directions, following procedures)
- **decision making** (solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree)
- **role fulfillment** (accepting responsibility)

General Example(s)

- cooperative learning centres, cooperative games and activities, sharing circles, exploratory talks, projects, experiments, shared writing, shared reading, collaborative writing, debriefing sessions, ...

Specific Outcome Links

- See Express Ideas & Consider Others' Ideas (1.1.1), Identify Sources of Information (3.2.1), Revise Content (4.2.2), and Use Language to Show Respect (5.1.2)

4 Specific Outcome 5.1.1

Work in a variety of partnerships and groups to follow pre-established group processes by resolving conflicts

****Guided practice is required when learning how to cooperate in group activities: cooperation and collaboration need to be taught.**

Group processes include:

- **communication** (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback)
- **participation** (following directions, following procedures)
- **decision making** (solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree)
- **role fulfillment** (accepting responsibility)

General Example(s)

- cooperative learning centres, cooperative games and activities, sharing circles, literature circles, exploratory talks, projects, experiments, shared writing, shared reading, collaborative writing, debriefing sessions, ...

Specific Outcome Links

- See Express Ideas & Consider Others' Ideas (1.1.1), Identify Sources of Information (3.2.1), Revise Content (4.2.2), and Use Language to Show Respect (5.1.2)

General Outcome:

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Grade 1 Specific Outcome 5.1.1

Work in partnerships and small groups to follow pre-established group processes by accepting responsibility for a task and corresponding role

Grade 2 Specific Outcome 5.1.1

Work in a variety of partnerships and groups to follow pre-established group processes by responding to others

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 1 the student ...

5.1.1 a. Follows pre-established group processes when collaborating with a peer to accomplish a task

***variety of partnerships and groups may be self-selected or assigned*

appropriate group processes in grade one include:

- accepting responsibility
- offering feedback
- accepting feedback

see 5.1.3 (Evaluate Group Process) for details of categories of group processes: communication, participation, decision making, and role fulfillment

to maintain from previous grades:

- taking turns
- listening
- sharing ideas and information
- following directions

asking and answering relevant questions, responding to others' ideas, stating expectations, solving problems, resolving conflicts, ...

5.1.1 b. Accepts responsibility for a task and corresponding role in small group activities

***roles may be assigned by the individuals, the groups, or the teacher*

activity centers, play, assigned tasks, dramatizations, assignments, projects, ...

tasks include: setting up, organizing, cleaning up, mediating, consoling, planning, painting, writing, ...

roles may include: illustrator, speaker, recorder, encourager, artist, writer, reader, reporter, director, organizer, researcher, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 2 the student ...

5.1.1 a. Follows pre-established group processes when collaborating with a peer to accomplish a task

***variety of partnerships and groups may be self-selected or assigned*

appropriate group processes in grade two include:

- responding to others' ideas
- asking and answering relevant questions

see 5.1.3 (Evaluate Group Process) for details of categories of group processes: communication, participation, decision making, and role fulfillment to maintain from previous grades:

- taking turns
- sharing ideas and information
- following directions
- accepting responsibility
- offering feedback
- accepting feedback

5.1.1 b. Accepts responsibility for a task and corresponding role in small / whole group activities

***roles may be assigned by the individuals, the groups, or the teacher*

activity centers, play, assigned tasks, dramatizations, assignments, projects, ...

tasks include: setting up, organizing, cleaning up, mediating, consoling, planning, painting, writing, ...

roles may include: illustrator, speaker, recorder, encourager, artist, writer, reader, reporter, director, organizer, researcher, ...

Work in Groups

Grade 3 Specific Outcome 5.1.1

Work in a variety of partnerships and groups to follow pre-established group processes by solving problems collaboratively

Grade 4 Specific Outcome 5.1.1

Work in a variety of partnerships and groups to follow pre-established group processes by resolving conflicts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

5.1.1 a. *Follows pre-established group processes when collaborating with a peer to accomplish a task*

****variety of partnerships and groups may be self-selected or assigned**

appropriate group processes in grade three include:

- *stating expectations*
- *solving problems*

see 5.1.3 (Evaluate Group Process) for details of categories of group processes: communication, participation, decision making, and role fulfillment to maintain from previous grades:

- *taking turns*
- *sharing ideas and information*
- *following directions*
- *accepting responsibility*
- *offering feedback*
- *accepting feedback*
- *responding to others' ideas*
- *asking and answering relevant questions*

5.1.1 b. *Accepts responsibility for a task and corresponding role in small / whole group activities*

****roles may be assigned by the individuals, the groups, or the teacher**

centres, , assigned tasks, dramatizations, assignments, projects, ...

tasks include: setting up, organizing, cleaning up, mediating, consoling, planning, painting, writing, ...

roles may include: illustrator, speaker, recorder, encourager, artist, writer, reader, reporter, director, organizer, researcher, editor, time keeper, negotiator, surveyor, interviewer, ...

May say, "I will be responsible for preparing the interview questions, but need help with the editing and recording."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

5.1.1 a. *Follows pre-established group processes when collaborating with a peer to accomplish a task*

****variety of partnerships and groups may be self-selected or assigned**

appropriate group processes in grade four include:

- *resolving conflicts*

see Evaluate Group Process (5.1.3) for details of categories of group processes: communication, participation, decision making, and role fulfillment to maintain from previous grades:

- *taking turns*
- *sharing ideas and information*
- *following directions*
- *accepting responsibility*
- *offering feedback*
- *accepting feedback*
- *responding to others' ideas*
- *asking and answering relevant questions*
- *stating expectations*
- *solving problems*

5.1.1 b. *Experiments with a variety of roles and responsibilities in small / whole group activities*

****roles may be assigned by the individuals, the groups, or the teacher**

activity centers, play, assigned tasks, dramatizations, assignments, projects, ...

tasks include: setting up, organizing, cleaning up, mediating, consoling, planning, painting, writing, ...

roles may include: illustrator, speaker, recorder, encourager, artist, writer, reader, reporter, director, organizer, researcher, editor, time keeper, negotiator, surveyor, interviewer, manager, explainer, summarizer, ...

May say, "I will be responsible for preparing the interview questions, but need help with the editing and recording."

General Outcome:

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

1 Specific Outcome 5.1.2

Adjust listening, viewing, speaking behaviours according to the situation

*Be sensitive to different communicative patterns and languages

*Alternating (code switching) between first/heritage language and English to communicate is part of language acquisition

2 Specific Outcome 5.1.2

Adjust listening, viewing, speaking behaviours according to the situation

*Be sensitive to different communicative patterns and languages

*Alternating (code switching) between first/heritage language and English to communicate is part of language acquisition

Use Language to Show Respect

3 Specific Outcome 5.1.2

Adjust listening, viewing, speaking behaviours according to the situation

*Be sensitive to different communicative patterns and languages

*Alternating (code switching) between first/heritage language and English to communicate is part of language acquisition

4 Specific Outcome 5.1.2

Adjust listening, viewing, speaking behaviours according to the situation

*Be sensitive to different communicative patterns and languages

*Alternating (code switching) between first/heritage language and English to communicate is part of language acquisition

General Outcome:

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

<p>Grade 1 Specific Outcome 5.1.2 Adjust listening, viewing, speaking behaviours according to the situation</p>	<p>Grade 2 Specific Outcome 5.1.2 Adjust listening, viewing, speaking behaviours according to the situation</p>
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p> <p>By the end of Grade 1 the student ...</p> <p>5.1.2 a. <i>Speaks and listens / views respectfully</i></p> <p><i>*appropriate in grade one:</i></p> <ul style="list-style-type: none"> - asking questions or participating in discussion / activity - attentive facial expression and body language - showing interest <p><i>to maintain from previous grades:</i></p> <ul style="list-style-type: none"> - staying in one place - keeping respectful silence - keeping hands to self - accepting different communicative patterns and languages - sitting in close proximity to the speaker/presentation - focusing on presentation or speaker - using courteous, respectful language (word choice, tone) <p>5.1.2 b. <i>Adjusts language to fit the context (audience, purpose, and situation)</i></p> <p><i>volume, tone, situation, rate of speech, ...</i></p> <p><i>Language Register: home, playground, classroom, land, community settings, ...</i></p> <p><i>peers, staff, family, guests, Elders, ...</i></p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p> <p>By the end of Grade 2 the student ...</p> <p>5.1.2 a. <i>Speaks and listens / views respectfully</i></p> <p><i>*appropriate in grade two:</i></p> <ul style="list-style-type: none"> - asking relevant questions <p><i>to maintain from previous grades:</i></p> <ul style="list-style-type: none"> - staying in one place - keeping respectful silence - keeping hands to self - accepting different communicative patterns and languages - sitting in close proximity to the speaker/presentation - focusing on presentation or speaker - using courteous, respectful language (word choice, tone) - asking questions or participating in discussion / activity - attentive facial expression and body language - showing interest <p>5.1.2 b. <i>Adjusts language to fit the context (audience, purpose, and situation)</i></p> <p>**Alternating (code switching) between first/heritage language and English may enhance communication in some contexts</p> <p><i>volume, tone, situation, rate of speech , vocabulary, code switching, ...</i></p> <p><i>Language Register: home, playground, classroom, land, community settings, oral , print, and media texts, ...</i></p> <p><i>peers, staff, family, guests, ...</i></p>

Use Language to Show Respect

Grade 3 Specific Outcome 5.1.2

Adjust listening, viewing, speaking behaviours according to the situation

Grade 4 Specific Outcome 5.1.2

Adjust listening, viewing, speaking behaviours according to the situation

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

5.1.2 a. *Speaks and listens / views respectfully*

**appropriate in grade three:*

- *giving nonverbal encouragement*
- *showing encouragement and appreciation*

to maintain from previous grades:

- *staying in one place*
- *keeping respectful silence*
- *keeping hands to self*
- *accepting different communicative patterns and languages*
- *sitting in close proximity to the speaker/presentation*
- *focusing on presentation or speaker*
- *using courteous, respectful language (word choice, tone)*
- *asking questions or participating in discussion / activity*
- *attentive facial expression and body language*
- *showing interest*
- *asking relevant questions*

May say, "I heard what you said about berry picking on the Barren Lands."

5.1.2 b. *Adjusts language to fit the context (audience, purpose, and situation)*

***Alternating (code switching) between first/heritage language and English may enhance communication in some contexts*

volume, tone, situation, rate of speech, vocabulary (word choice), body language, code switching, ...

Language Register: home, playground, classroom, land, community settings, oral, print, and media texts, ...

peers, staff, family, guests, Elders, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

5.1.2 a. *Speaks and listens / views respectfully*

**appropriate in grade four:*

- *listening to opposing opinions*
- *acknowledging others' comments, ideas, perspectives, and questions*
- *giving polite feedback*

to maintain from previous grades:

- *staying in one place*
- *keeping respectful silence*
- *keeping hands to self*
- *accepting different communicative patterns and languages*
- *sitting in close proximity to the speaker/presentation*
- *focusing on presentation or speaker*
- *using courteous, respectful language (word choice, tone)*
- *asking questions or participating in discussion / activity*
- *attentive facial expression and body language*
- *showing interest*
- *asking relevant questions*
- *giving nonverbal encouragement*
- *showing encouragement and appreciation*

May say, "What do you mean by" "That is very different from what we believe in my family, can you tell me more?"

5.1.2 b. *Adjusts language to fit the context (audience, purpose, and situation)*

***Alternating (code switching) between first/heritage language and English may enhance communication in some contexts*

volume, tone, situation, rate of speech, vocabulary (word choice), body language, code switching, gender, age, culture, ...

Language Register: home, playground, classroom, land, community settings, oral, print, and media texts, social and cultural settings / experiences, ...

peers, staff, family, guests, Elders, ...

General Outcome:

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Grade 1 Specific Outcome 5.1.2

Adjust listening, viewing, speaking behaviours according to the situation

Grade 2 Specific Outcome 5.1.2

Adjust listening, viewing, speaking behaviours according to the situation

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 1 the student ...

5.1.2 . *Information is on previous page(s)*

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 2 the student ...

5.1.2 . *Information is on previous page(s)*

Use Language to Show Respect

Grade 3 Specific Outcome 5.1.2

Adjust listening, viewing, speaking behaviours according to the situation

Grade 4 Specific Outcome 5.1.2

Adjust listening, viewing, speaking behaviours according to the situation

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 3 the student ...

5.1.2 . *Information is on previous page(s)*

**Learning Outcomes &
Corresponding Illustrative Example(s)**

By the end of Grade 4 the student ...

5.1.2 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

5.1.2 d. **Begins to discuss differences in language use in a variety of school and community contexts**

May say, "We have to change this letter a bit if it is going to the town / band council: we sound too much like we are talking to our friends in an e-mail." "Our letter to the DEC has to start with Dear Mr. not just Dear Joseph."

General Outcome:

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

1 Specific Outcome 5.1.3

Help others and ask others for help

Group processes include:

- **communication** (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback)
- **participation** (following directions, following procedures)
- **decision making** (solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree)
- **role fulfillment** (accepting responsibility)

General Example(s)

assessment strategies: dialoguing, conferencing, collecting, recording, writing, communicating, reflecting, using and giving feedback, establishing criteria, ...

Specific Outcome Links

See Celebrate Special Occasions (5.2.3)

2 Specific Outcome 5.1.3

Acknowledge achievements of others

Group processes include:

- **communication** (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback)
- **participation** (following directions, following procedures)
- **decision making** (solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree)
- **role fulfillment** (accepting responsibility)

General Example(s)

assessment strategies: dialoguing, conferencing, collecting, recording, writing, communicating, reflecting, responding, predicting, using and giving feedback, ...

Specific Outcome Links

See Celebrate Special Occasions (5.2.3)

Evaluate Group Process

3 Specific Outcome 5.1.3

Understand how class members help each other

Group processes include:

- **communication** (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback)
- **participation** (following directions, following procedures)
- **decision making** (solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree)
- **role fulfillment** (accepting responsibility)

General Example(s)

assessment strategies: dialoguing, conferencing, collecting, recording, writing, communicating, reflecting, responding, predicting, using and giving feedback, responding, observing, goal setting, establishing criteria, describing, extending ideas, paraphrasing, ...

Specific Outcome Links

See Celebrate Special Occasions (5.2.3)

4 Specific Outcome 5.1.3

Show appreciation to peers and seek support from group members

Group processes include:

- **communication** (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback)
- **participation** (following directions, following procedures)
- **decision making** (solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree)
- **role fulfillment** (accepting responsibility)

General Example(s)

assessment strategies: dialoguing, conferencing, collecting, recording, writing, communicating, reflecting, responding, predicting, using and giving feedback, responding, observing, goal setting, establishing criteria, describing, extending ideas, paraphrasing, interpreting, questioning, problem solving, managing, explaining, sorting essential and nonessential information, ...

Specific Outcome Links

See Celebrate Special Occasions (5.2.3)

General Outcome:

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

<p>Grade 1 Specific Outcome 5.1.3 Help others and ask others for help</p>	<p>Grade 2 Specific Outcome 5.1.3 Acknowledge achievements of others</p>
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p> <p>By the end of Grade 1 the student ...</p> <p>5.1.3 a. Reflects on personal behaviours that contribute to group success to set personal goals</p> <p><i>*the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections</i></p> <p><i>*Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.</i></p> <p><i>May say, "We made a happy / sad checklist to talk about how we worked as a group. When I did mine, I decided that I would be a better group member if I stayed on task and stopped wandering." "I have to remember to take turns." "I need to remember to use a quiet voice because I am bothering the others."</i></p> <p>5.1.3 b. Reflects on personal behaviors and / or learning style</p> <p><i>*the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections</i></p> <p><i>*Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.</i></p> <p><i>conversations, sharing circles, happy / sad face reflection activities, reflection frames or prompts, expository talk, Think-Pair-Share (TPS), checklists, learning logs, journals, guided reflection, T-Charts, Y-Charts, process journals, self evaluation tools, conferencing, ...</i></p> <p><i>May say, "What have I learned about how I learn?" "What do I need to change?" "What can I do next time?" "Are those the strategies I can use? Which one would work for this?" "My question about ... was good because I figured before I asked my group. I need to slow down." "It was helpful when ..." "I found it really hard to listen to the Renewable Resources Officer talk about owls, but his posters and stuffed owl helped me ..."</i></p> <p>5.1.3 c. Offers positive feedback to a peer about group processes</p> <p><i>May say, "Thank you for helping us to fix the problem we were having working together. We are not angry anymore."</i></p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p> <p>By the end of Grade 2 the student ...</p> <p>5.1.3 a. Participates in the development of the criteria to evaluate group processes</p> <p><i>May say, "Why don't we make sure that everyone's job is done. That could be on our checklist." "It was easier when we started with a plan and jobs. So, we need to have a part about making a plan and then something about following it."</i></p> <p>5.1.3 b. Assesses the effectiveness of the group process using the set criteria</p> <p><i>May say, "I was doing well with the research, but needed some help with the writing and editing of the report. I asked one of my partners because she is good at that and now we are doing that part together. So, our group is working. We could write that in our journals." "We giggled a lot and had a hard time staying on task. We better check that as something to work on on the checklist."</i></p> <p>5.1.3 c. Reflects on personal behaviours and / or learning style</p> <p><i>*the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections</i></p> <p><i>*Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.</i></p> <p><i>conversations, sharing circles, happy / sad face reflection activities, reflection frames or prompts, expository talk, Think-Pair-Share (TPS), checklists, learning logs, journals, guided reflection, T-Charts, Y-Charts, process journals, self evaluation tools, inquiry self checklist, project reflection activities, self-assessment activities, ...</i></p> <p><i>May say, "I know it is easier for me when I sit alone to read this part and then I will need to talk to my partner to do the next part." "I need to see a picture to help me figure out this math problem." "It was interesting that ..." "It was helpful when ..." "What will I do differently this time?" "Why am I doing this?" "What's important about this?" "What do I need to learn from this?" "I need to think about this again." ...</i></p>

Evaluate Group Process

Grade 3 Specific Outcome 5.1.3

Understand how class members help each other

Grade 4 Specific Outcome 5.1.3

Show appreciation to peers and seek support from group members

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

5.1.3 a. Participates in the development of the criteria to evaluate group processes

May say, "We need to make a T-chart to put on our walls so that we can go back and check what we are supposed to be doing when we work in groups. We could put things like: taking turns, staying on task, ..." "We could make one of those scales, I forget what they are called, but you see them in magazines. We could ask questions about how groups are supposed to work, from our T-charts. Then people could decide if they did that at a low level, and get a 1, or at a medium level, and get a 2, or really well, and get a 3."

5.1.3 b. Assesses the effectiveness of the group process using the set criteria

May say, "I think that the work we did with our project really helped the class see the problem of water pollution. So we did well on that part."

5.1.3 c. Reflects on personal behaviors and / or learning style

**the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections*

**Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.*

conversations, sharing circle, reflection frames or prompts, expository talk, Think-Pair-Share (TPS), checklists, learning logs, journals, guided reflection, T-Charts, Y-Charts, process journals, self evaluation tools, inquiry self checklist, project reflection activities, self-assessment activities, ...

May say, "What have I learned about how I learn?" "What do I need to change, to learn this more easily?" "What can I do next time?" "Which strategies can I use? Which one would work for this?"

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

5.1.3 a. Participates in the development of the criteria to evaluate group process

May say, "Last time our whole group said that they had a hard time getting their parts of the project done on time. So, we should make sure that using our time wisely is part of the criteria."

5.1.3 b. Assesses the effectiveness of the group process using the set criteria

May say, "We need to look at who did all the work. On the T-chart, an effective group should have everyone doing a job. I don't think we were good at that."

5.1.3 c. Reflects on personal behaviours and / or learning style

**the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections*

**Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.*

conversations, sharing circles, reflection activities, reflection frames or prompts, expository talk, Think-Pair-Share (TPS), checklists, learning logs, journals, guided reflection, T-Charts, Y-Charts, process journals, self evaluation tools, inquiry self checklist, project reflection activities, self-assessment activities, ...

May say, "Why doesn't it work for me?" "Which of those the strategies can I use? Which one would work for this?" "One thing I know about my questioning skills is ..." "I felt this way when ..." "I wonder if I change will it be easier to learn this?"

General Outcome:

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

<p>Grade 1 Specific Outcome 5.1.3 Help others and ask others for help</p>	<p>Grade 2 Specific Outcome 5.1.3 Acknowledge achievements of others</p>
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p> <p>By the end of Grade 1 the student ...</p> <p>5.1.3 d. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</p> <p>5.1.3 e. Begins to participate in the development of the criteria to evaluate group processes <i>May say, "On our T-Chart, we could have what works in groups here, and what doesn't work on this side."</i></p> <p>5.1.3 f. Begins to assess the effectiveness of the group process using the set criteria <i>May say, "In our centre, we had fun building airplanes. When we got too silly, we made mistakes and some of our planes couldn't fly. We should have made sure to stay on task like we talked about during our class meeting." "When we were too many in our group, we lost lots of time." "There is always someone waiting when three of us are at the listening center; so we have to do something about our rules."</i></p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p> <p>By the end of Grade 2 the student ...</p> <p>5.1.3 d. Reflects on personal behaviours that contribute to group success to set personal goals <i>*the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections</i> <i>*Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.</i> <i>May say, "In my journal I wrote about how I am good at finding spelling mistakes; so I feel good about doing that part for our group. I find it hard to listen to others' ideas about the writing though. I have to work on that."</i></p> <p>5.1.3 e. Offers constructive feedback to a peer about group processes <i>May say, "I like the way you took turns today so everyone had a chance to share ideas."</i></p> <p>5.1.3 f. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</p> <p>5.1.3 g. Begins to apply peer feedback about personal role in group processes <i>May say, "My partner said that I need to stay on task this time. So, my goal is to stay close to him and to pay close attention to what we are doing."</i></p>

Evaluate Group Process

Grade 3 Specific Outcome 5.1.3

Understand how class members help each other

Grade 4 Specific Outcome 5.1.3

Show appreciation to peers and seek support from group members

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

5.1.3 d. *Reflects on personal behaviours that contribute to group success to set personal goals*

**the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections*

**Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.*

May say, "We giggled a lot and had a hard time staying on task; so for the question about getting the task done, I had to write that I did not finish." "I circled the low end of the scale for the question about getting the task done, because I did not finish. We worked slowly and I needed more time to get the writing part done."

5.1.3 e. *Offers constructive feedback to a peer about group processes*

May say, "When we were working together, you helped me to not be so scared to act my part out. I don't think I could have done it if you hadn't showed me how to look at the top of the crowds' heads instead of in their eyes."

5.1.3 f. *Applies peer feedback about personal role in group processes*

May say, "My partner thinks that I am too quiet in the group and should say what I am thinking. So, for this next group project, I am going to try to talk more."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

5.1.3 d. *Reflects on personal behaviours that contribute to group success to set personal and / or group goals*

**the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections*

**Metacognition is thinking about thinking or learning how to think. It involves knowing one's preferences, learning style, skills and strategies and applying that knowledge of self to plan, set goals, solve problems, and monitor personal growth.*

May say, "I really need to listen to the instructions, because in my reflection log, I always seem to be complaining about doing something a little bit different."

"On our group assessment sheet from our last project, none of us used our time wisely? So, we need to put that as a goal for this time. Just like we would have finished our project if we had divided the jobs. Everyone being responsible for one piece has to be a goal too."

Journal entry may say, "I think that the work we did with our project really helped the class see the problem of water pollution." "We need to look at who did all the work." "I don't think we used our time wisely." "We would have finished our project if we had divided the jobs."

5.1.3 e. *Applies peer and / or group feedback about group processes*

May say, "We were really off task yesterday. What are we going to do today so that we can get the assignment done? Maybe we could split up into two groups and get different things done." "My partner thinks that I am too quiet in the group and should say what I am thinking. So, for this next group project, I am going to try to talk more."

General Outcome:

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

1 Specific Outcome 5.2.1

Tell, draw, and write about self and family

Specific Outcome Links

See Express Ideas & Consider Others' Ideas (1.1.1) and Respond to Various Texts (2.2.2)

2 Specific Outcome 5.2.1

Tell, draw, and write about self, family, and community

Specific Outcome Links

See Express Ideas & Consider Others' Ideas (1.1.1) and Respond to Various Texts (2.2.2)

Share and Compare Responses

3 Specific Outcome 5.2.1

Record ideas and experiences and share them with others

Specific Outcome Links

See Express Ideas & Consider Others' Ideas (1.1.1) and Respond to Various Texts (2.2.2)

4 Specific Outcome 5.2.1

Describe relationships between own and others' ideas and experiences

Specific Outcome Links

See Express Ideas & Consider Others' Ideas (1.1.1) and Respond to Various Texts (2.2.2)

General Outcome:

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

<p>Grade 1 Specific Outcome 5.2.1 Tell, draw, and write about self and family</p>	<p>Grade 2 Specific Outcome 5.2.1 Tell, draw, and write about self, family, and community</p>
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p> <p>By the end of Grade 1 the student ...</p> <p>5.2.1 a. Draws and tells stories about self and family <i>dramatizations, centers, puppets, circles, conversations, portraits, collages, books, journals, paintings, carvings, sculptures, ...</i></p> <p>5.2.1 b. Writes about self and family <i>journals, stories, books, computer, paintings, illustrations, cartoons, approximated spellings, letters, ...</i></p> <p>5.2.1 c. Recognizes differences and similarities between self, peers, and families <i>hair colour, family sizes, family structures, family routines, family celebrations, ...</i> <i>circle talks, conversations, pictographs, illustrations, presentations, ...</i></p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p> <p>By the end of Grade 2 the student ...</p> <p>5.2.1 a. Represents self, family, and communities <i>communities: family, groups, classroom, organizations, town, clubs, ...</i> <i>representations: conversations, books, journals, stories, computer, cartoons, dramatizations, centers, puppets, circles, portraits, collages, paintings, carvings, sculptures, writings, ...</i></p> <p>5.2.1 b. Describes differences and similarities between self, peers, and families <i>hair colour, family sizes, family structures, family routines, family celebrations, ...</i> <i>circle talks, conversations, pictographs, illustrations, presentations, ...</i></p>

Share and Compare Responses

Grade 3 Specific Outcome 5.2.1

Record ideas and experiences and share them with others

Grade 4 Specific Outcome 5.2.1

Describe relationships between own and others' ideas and experiences

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

5.2.1 a. Represents own ideas and experiences

representations: books, journals, stories, cartoons, dramatizations, centers, puppets, circles, conversations, portraits, collages, paintings, carvings, sculptures, writings, advertisements, author's chairs, storytellings, bulletin board collages, audio tapes, video and photo essays, ...

5.2.1 b. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.

5.2.1 c. Begins to describe similarities and differences between own and others' experiences

circle talks, conversations, graphs, illustrations, presentations, displays, journals, letters, stories, books, paintings, posters, maps, charts, newsletters, newspaper articles, cartoons, ...

"I thought it was fun to get up in front of everyone in the community hall to sing, but Allie said she was really scared to do it."; "I loved riding on the skidoo to get to camp, but Sammy said the bumps made him sick. I said it was because he ate 4 hot dogs first!"

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

5.2.1 a. Describes similarities and differences between own and others' experiences

circle talks, conversations, graphs, illustrations, presentations, displays, journals, letters, stories, books, paintings, posters, maps, charts, newsletters, newspaper articles, cartoons, compare and contrast charts, T-charts, Venn diagrams, same and different charts, cluster maps, ...

"I learned to make dry fish at camp last week. My mom let me practice at home, but she makes it a different way."; "I went hunting with my cousins in Holman. It was weird camping out on the ice overnight. I'm used to sleeping in our cabin in the bush."

5.2.1 b. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.

5.2.1 c. Begins to describe similarities and differences between own and others' ideas

circle talks, conversations, graphs, illustrations, presentations, displays, journals, letters, stories, books, paintings, posters, maps, charts, newsletters, newspaper articles, cartoons, compare and contrast charts, T-charts, Venn diagrams, same and different charts, cluster maps, ...

"I think that listening to loud music on your Ipod can make you deaf, but my sister says that's not true."

General Outcome:

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

1 Specific Outcome 5.2.2

Explore own identity

****It is important to create an open atmosphere in the classroom community that is respectful of diversity.**

****In a multicultural / multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.**

***appreciation and respect for diversity may be evident through: awareness, consideration, sensitivity, acceptance, tolerance, fairness, compassion, honour, celebration, ...**

General Example(s)

•Sharing circle, conversations, guided conversations, exploratory talk, discussion webs, interviews, journals, dialogue journals, logs, artistic representations, ...

****Keep in mind diversity of culture, race, peoples, ideas, stories, gender, age, appearance, language, perspectives, ways of life / thinking, beliefs, values, religion, abilities, ...**

Specific Outcome Links

•see Express Ideas & Consider Others' Ideas (1.1.1), Express Preferences (1.1.2), Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Connect Self, Text, and Culture (2.2.3), Work in Groups (5.1.1), Use Language to Show Respect (5.1.2), and Share and Compare Responses (5.2.1)

2 Specific Outcome 5.2.2

Explore personal understanding of self and others

****It is important to create an open atmosphere in the classroom community that is respectful of diversity.**

****In a multicultural / multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.**

***appreciation and respect for diversity may be evident through: awareness, consideration, sensitivity, acceptance, tolerance, fairness, compassion, honor, celebration, ...**

General Example(s)

•Sharing circle, conversations, guided conversations, exploratory talk, discussion webs, interviews, journals, dialogue journals, logs, artistic representations, literature responses, critical response, questions, elaborations, clarifications, ...

****Keep in mind diversity of culture, race, peoples, ideas, stories, gender, age, appearance, language, perspectives, ways of life / thinking, beliefs, values, religion, abilities, ...**

Specific Outcome Links

•see Express Ideas & Consider Others' Ideas (1.1.1), Express Preferences (1.1.2), Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Connect Self, Text, and Culture (2.2.3), Work in Groups (5.1.1), Use Language to Show Respect (5.1.2), and Share and Compare Responses (5.2.1)

Appreciate Diversity

3 Specific Outcome 5.2.2

Explore own and other cultures

****It is important to create an open atmosphere in the classroom community that is respectful of diversity.**

****In a multicultural / multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.**

***appreciation and respect for diversity may be evident through: awareness, consideration, sensitivity, acceptance, tolerance, fairness, compassion, honor, celebration, ...**

General Example(s)

- Sharing circle, conversations, guided conversations, exploratory talk, discussion webs, interviews, journals, dialogue journals, logs, artistic representations, literature responses, critical response, questions,

****Keep in mind diversity of culture, race, peoples, ideas, stories, gender, age, appearance, language, perspectives, ways of life / thinking, beliefs, values, religion, abilities, ...**

Specific Outcome Links

- see Express Ideas & Consider Others' Ideas (1.1.1), Express Preferences (1.1.2), Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Connect Self, Text, and Culture (2.2.3), Work in Groups (5.1.1), Use Language to Show Respect (5.1.2), and Share and Compare Responses (5.2.1)

4 Specific Outcome 5.2.2

Develop an awareness of diversity

****It is important to create an open atmosphere in the classroom community that is respectful of diversity.**

****In a multicultural / multilingual country, like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.**

***appreciation and respect for diversity may be evident through: awareness, consideration, sensitivity, acceptance, tolerance, fairness, compassion, honor, celebration, ...**

General Example(s)

- Sharing circle, conversations, guided conversations, exploratory talk, discussion webs, interviews, journals, dialogue journals, logs, artistic representations, literature responses, critical response, questions, elaborations, clarifications, ...

****Keep in mind diversity of culture, race, peoples, ideas, stories, gender, age, appearance, language, perspectives, ways of life / thinking, beliefs, values, religion, abilities, ...**

Specific Outcome Links

- see Express Ideas & Consider Others' Ideas (1.1.1), Express Preferences (1.1.2), Combine Ideas and Develop Understanding (1.2.1), Explain Opinions (1.2.2), Connect Self, Text, and Culture (2.2.3), Work in Groups (5.1.1), Use Language to Show Respect (5.1.2), and Share and Compare Responses (5.2.1)

General Outcome:

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

<p>Grade 1 Specific Outcome 5.2.2 Explore own identity</p>	<p>Grade 2 Specific Outcome 5.2.2 Explore personal understanding of self and others</p>
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>
<p>By the end of Grade 1 the student ...</p> <p>5.2.2 a. <i>Shows respect of others' talents (strengths), interests, and feelings or ideas to strengthen the community</i></p> <p>5.2.2 b. <i>Expresses and explores own identity through gifts, talents, and strengths, and feelings or ideas</i></p> <p><i>*examples that shape identity include: language, culture, family, community, traditions, gender, place of residence, etc.</i></p> <p><i>May say, "I am from the Deline. My Grandparents know the land here because they travel it all the time. I know the land too."</i></p> <p>5.2.2 c. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</p> <p>5.2.2 d. <i>Begins to use questions and conversations to explore personal understanding of self and others</i></p> <p><i>*focusing on diversity of talents, strengths, feelings, and ideas</i></p> <p><i>May say, "I think that boys like watching hockey more than girls in our class. Why don't you girls like it?"</i></p>	<p>By the end of Grade 2 the student ...</p> <p>5.2.2 a. <i>Shows respect of others' talents (strengths), interests, and feelings or ideas to strengthen the community</i></p> <p>5.2.2 b. <i>Expresses and explores own identity through gifts, talents, and strengths, and feelings or ideas</i></p> <p><i>*examples that shape identity include: language, culture, family, community, traditions, gender, place of residence, etc.</i></p> <p><i>May say, "I am excited when we make feasts for the Elders. They come and have fun at school with us. Then they tell stories. I always listen to them."</i></p> <p>5.2.2 c. Uses questions and conversations to explore personal understanding of self and others</p> <p><i>"It must hurt when people are scared to sit by you because you are different. In the book, Come Sit by Me, the kids learn to be nice. Maybe we should invite that new boy, who is always alone, to come and play with us."</i></p>

Appreciate Diversity

Grade 3 Specific Outcome 5.2.2

Explore own and other cultures

Grade 4 Specific Outcome 5.2.2

Develop an awareness of diversity

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

5.2.2 a. *Shows respect of others' talents (strengths), interests, and feelings or ideas to strengthen the community*

5.2.2 b. *Expresses and explores own identity through gifts, talents, and strengths, and feelings or ideas*

**examples that shape identity include: language, culture, family, community, traditions, gender, place of residence, etc.*

May say, "We are learning a different language at school, than what we speak at home. When I speak to my Mom, she likes it if we talk in our language."

5.2.2 c. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

5.2.2 d. *Begins to use questions and conversations to develop an awareness of own and other cultures and ways of life*

cultural diversity may be evident through: foods, games, tools, clothing, stories, dances, songs, music, language, artifacts, rituals, beliefs, and values, customs, traditions, customs, histories, ...

May say, "My group looked at the Idaa Trail on the museum web site. The tools shown on there are both hunting and gathering tools. I want to know if I am from a hunting and gathering culture too? But we don't hunt and gather anymore."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

5.2.2 a. *Shows respect of others' talents (strengths), interests, and feelings or ideas to strengthen the community*

5.2.2 b. *Expresses and explores own identity through gifts, talents, and strengths, and feelings or ideas*

**examples that shape identity include: language, culture, family, community, traditions, gender, place of residence, etc.*

May say, "In phys ed. we learned the games that will be played at the Arctic Winter games. I am competing in ... event. My Dad is proud of me because he says it is a game of strength and being good at it will prepare me. What does it mean, 'it will prepare me? prepare me for what?'"

5.2.2 c. *Uses questions and conversations to develop an awareness of own and other cultures and ways of life*

cultural diversity may be evident through: foods, games, tools, clothing, stories, dances, songs, music, language, artifacts, rituals, beliefs, and values, customs, traditions, histories, ...

May say, "I don't live near my Grand parents. If they are supposed to be the ones who teach us about our stories and our culture. Who does that for me?" "I noticed that many of the NWT cultures use the drum. My culture does too. When we did that unit on Drumming with the Elders, we were talking about what the drum means in the Dene culture. I think ..."

5.2.2 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

5.2.2 e. *Begins to describe how cultures, ideas, and diversity are honoured and celebrated*

**be aware of sensitivity to other points of view, evaluation of extreme or unethical positions, freedom from undo bias and prejudice, and respect for opinions and rights of others*

May say, "I think we celebrate others by listening to their stories, not laughing at their clothing, trying their foods, ..."

General Outcome:

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

1 Specific Outcome 5.2.3

Celebrate own and others' accomplishments in the classroom community

****Be sensitive to cultural differences in celebrating cultural occasions and achievements**

Specific Outcome Links

See Use Language to Show Respect (5.1.2), Evaluate Group Process (5.1.3), and Appreciate Diversity (5.2.2)

2 Specific Outcome 5.2.3

Plan and contribute to celebrations in the classroom community

****Be sensitive to cultural differences in celebrating cultural occasions and achievements**

Specific Outcome Links

See Use Language to Show Respect (5.1.2), Evaluate Group Process (5.1.3), and Appreciate Diversity (5.2.2)

Celebrate Special Occasions

3 Specific Outcome 5.2.3

Acknowledge and celebrate individual and class achievements

****Be sensitive to cultural differences in celebrating cultural occasions and achievements**

Specific Outcome Links

See Use Language to Show Respect (5.1.2), Evaluate Group Process (5.1.3), and Appreciate Diversity (5.2.2)

4 Specific Outcome 5.2.3

Select and use appropriate language and form to celebrate within and beyond the classroom

****Be sensitive to cultural differences in celebrating cultural occasions and achievements**

Specific Outcome Links

See Use Language to Show Respect (5.1.2), Evaluate Group Process (5.1.3), and Appreciate Diversity (5.2.2)

General Outcome:

Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

<p>Grade 1 Specific Outcome 5.2.3 Celebrate own and others' accomplishments in the classroom community</p>	<p>Grade 2 Specific Outcome 5.2.3 Plan and contribute to celebrations in the classroom community</p>
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>
<p>By the end of Grade 1 the student ...</p> <p>5.2.3 a. Participates in classroom celebrations <i>birthdays, Christmas, spring, fall, return of the sun, concerts, accomplishments, weddings, births, deaths, role plays, dramatizations, recitals, readings, gallery walks, parties, celebration wall, ...</i></p> <p>5.2.3 b. Chooses to contribute to individual and class representations for an identified community / audience <i>ideas, expertise, experiences, skills, feelings, opinions, ... conversations, rhymes, rhythms, symbols, pictures, poetry recitals, readers' theatre, dramatizations, songs, dances, puppet plays, readings, classroom and student-centered stories, predictable stories, pattern books, ...</i></p> <p>5.2.3 c. Acknowledges personal accomplishments and strengths <i>conversations, personal photo stories, portfolio collections, "Celebrations of Learning", ...</i></p> <p>5.2.3 d. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</p> <p>5.2.3 e. Begins to help to plan classroom celebrations <i>celebrating success strategy,...</i> <i>May say, "I think we should sing our song for the Elders." "We could have a movie afternoon." "What about inviting our families in for tea when we do our drum dance."</i></p>	<p>By the end of Grade 2 the student ...</p> <p>5.2.3 a. Participates in classroom celebrations to acknowledge groups and others' achievements (personal and academic) <i>student of the week, author's chair, displays, school newspaper, presentations, assemblies, Artist in the School, letters of appreciation, group stories, cards, role plays, dramatizations, recitals, readings, gallery walks, parties, celebration wall, murals, bulletin board displays, ...</i></p> <p>5.2.3 b. Helps to plan classroom celebrations <i>May say, "I could bring some dried meat for our family day." "Maybe we could show our ..."</i></p> <p>5.2.3 c. Contributes to individual and class representations for an identified community / audience <i>ideas, expertise, experiences, skills, feelings, opinions, ...</i> <i>conversations, journals, pictures, poetry recitals, readers' theatre, dramatizations, songs, dances, puppet plays, readings, classroom and student-centered stories, ...</i></p> <p>5.2.3 d. ** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is <u>not yet consistent</u> and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.</p> <p>5.2.3 e. Begins to offer personal and academic strengths to peers <i>Recognizes own strengths and talents, and looks for ways to share them with others. May say "I can help you spell that word." "I can show you how to save your work on the computer."</i></p>

Celebrate Special Occasions

Grade 3 Specific Outcome 5.2.3

Acknowledge and celebrate individual and class achievements

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 3 the student ...

- 5.2.3 a. *Participates in classroom celebrations to acknowledge groups and others' achievements (personal and academic)*

student of the week, author's chair, displays, school newspaper, presentations, assemblies, Artist in the School, letters of appreciation, group stories, cards, role plays, dramatizations, recitals, readings, gallery walks, parties, celebration wall, murals, bulletin board displays, publishing parties, cards and letters of congratulation or appreciation, banners, authors' night, brown bag lunch, ...

- 5.2.3 b. *Contributes to individual and class representations for an identified community / audience*

ideas, expertise, experiences, skills, feelings, opinions, ...

conversations, journals, pictures, poetry recitals, readers' theatre, dramatizations, songs, dances, puppet plays, readings, classroom and student-centered stories, ...

- 5.2.3 c. *Offers personal and academic strengths to others*

May say "I'm going to the Kindergarten room for indoor recess to read to my sister."; "I can help paint the background for the play. I'm good at art."

- 5.2.3 d. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

- 5.2.3 e. *Begins to select appropriate language and form to celebrate special events or accomplishments*

****Keep in mind audience and purpose when selecting forms**

****Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life / thinking, religion, abilities, ...**

forms may be written, verbal, dramatic, poetic, ...

May say, "When we finish our centres, we would like to invite another class to visit them. We need to check if our centres would work for younger classes or only for the older ones."

Grade 4 Specific Outcome 5.2.3

Select and use appropriate language and form to celebrate within and beyond the classroom

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 4 the student ...

- 5.2.3 a. *Selects and uses appropriate language and form to celebrate others, special events, or accomplishments*

****Keep in mind audience and purpose when selecting forms**

****Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life / thinking, religion, abilities, ...**

appropriate language may include: tone, register, word choice, intonation, and nonverbal cues, ...

forms may be written, verbal, dramatic, poetic, ...

student of the week, author's chair, displays, school newspaper, presentations, assemblies, Artist in the School, letters of appreciation, group stories, cards, role plays, dramatizations, recitals, readings, gallery walks, parties, celebration wall, murals, bulletin board displays, publishing parties, cards and letters of congratulation or appreciation, banners, authors' night, brown bag lunch, ...

May say, "Since we are finishing a unit on the differences between the three northern territories, why don't we have a drum dance celebration and show the community what the differences are?"

- 5.2.3 b. **** Learning Outcomes that start with "Begins" indicate that the acquisition of the skill is not yet consistent and additional instruction and practice time are needed. Students are not expected to be accomplishing these independently yet.**

- 5.2.3 c. *Begins to offer personal and academic strengths to others within and beyond the classroom communities*

May say, "Our display about our Territory should be offered to the library to decorate their entrance." "Maybe the town / band council would like us to prepare an evening, of the dances that we learned, for the delegates that are coming to visit our community."