



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.**

**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)

**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)

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**Work in Groups**

**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)

**5 Specific Outcome 5.1.1**

Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making

**\*\*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 2 Specific Outcome 5.1.1**

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

**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

**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, ...*

**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."*

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**Work in Groups**

**Grade 4 Specific Outcome 5.1.1**

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

**Grade 5 Specific Outcome 5.1.1**

Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making

**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."*

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

**By the end of Grade 5 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 five include:**

- decision making: majority vs. minority

*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
- resolving conflicts

5.1.1 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.**

**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 2 Specific Outcome 5.1.1**

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

**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

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

By the end of Grade 2 the student ...

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

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

By the end of Grade 3 the student ...

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

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**Work in Groups**

**Grade 4 Specific Outcome 5.1.1**

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

**Grade 5 Specific Outcome 5.1.1**

Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making

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

By the end of Grade 4 the student ...

5.1.1 . Information is on previous page(s)

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

By the end of Grade 5 the student ...

5.1.1 c. Begins to select appropriate roles for small / whole group task (s)

**\*\*tasks and / or 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, collector, ...*

*May say, "If we are to find out what the community thinks about pollution, we will need an interviewer, a recorder, ..."*

**General Outcome:**

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

**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**

**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**

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**Use Language to Show Respect**

**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

**5 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.**

Grade 2 Specific Outcome 5.1.2	Grade 3 Specific Outcome 5.1.2
Adjust listening, viewing, speaking behaviours according to the situation	Adjust listening, viewing, speaking behaviours according to the situation
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 2 the student ...</b></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"> <li>- <i>asking relevant questions</i></li> </ul> <p style="padding-left: 20px;"><i>to maintain from previous grades:</i></p> <ul style="list-style-type: none"> <li>- <i>staying in one place</i></li> <li>- <i>keeping respectful silence</i></li> <li>- <i>keeping hands to self</i></li> <li>- <i>accepting different communicative patterns and languages</i></li> <li>- <i>sitting in close proximity to the speaker/presentation</i></li> <li>- <i>focusing on presentation or speaker</i></li> <li>- <i>using courteous, respectful language (word choice, tone)</i></li> <li>- <i>asking questions or participating in discussion / activity</i></li> <li>- <i>attentive facial expression and body language</i></li> <li>- <i>showing interest</i></li> </ul> <p>5.1.2 b. <i>Adjusts language to fit the context (audience, purpose, and situation)</i></p> <p><b>**Alternating (code switching) between first/heritage language and English may enhance communication in some contexts</b></p> <p style="padding-left: 20px;"><i>volume, tone, situation, rate of speech , vocabulary, code switching, ...</i></p> <p style="padding-left: 20px;"><i>Language Register: home, playground, classroom, land, community settings, oral , print, and media texts, ...</i></p> <p style="padding-left: 20px;"><i>peers, staff, family, guests, ...</i></p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 3 the student ...</b></p> <p>5.1.2 a. <i>Speaks and listens / views respectfully</i></p> <p><i>*appropriate in grade three:</i></p> <ul style="list-style-type: none"> <li>- <i>giving nonverbal encouragement</i></li> <li>- <i>showing encouragement and appreciation</i></li> </ul> <p style="padding-left: 20px;"><i>to maintain from previous grades:</i></p> <ul style="list-style-type: none"> <li>- <i>staying in one place</i></li> <li>- <i>keeping respectful silence</i></li> <li>- <i>keeping hands to self</i></li> <li>- <i>accepting different communicative patterns and languages</i></li> <li>- <i>sitting in close proximity to the speaker/presentation</i></li> <li>- <i>focusing on presentation or speaker</i></li> <li>- <i>using courteous, respectful language (word choice, tone)</i></li> <li>- <i>asking questions or participating in discussion / activity</i></li> <li>- <i>attentive facial expression and body language</i></li> <li>- <i>showing interest</i></li> <li>- <i>asking relevant questions</i></li> </ul> <p style="padding-left: 20px;"><i>May say, "I heard what you said about berry picking on the Barren Lands."</i></p> <p>5.1.2 b. <i>Adjusts language to fit the context (audience, purpose, and situation)</i></p> <p><b>**Alternating (code switching) between first/heritage language and English may enhance communication in some contexts</b></p> <p style="padding-left: 20px;"><i>volume, tone, situation, rate of speech , vocabulary (word choice), body language, code switching, ...</i></p> <p style="padding-left: 20px;"><i>Language Register: home, playground, classroom, land, community settings, oral , print, and media texts, ...</i></p> <p style="padding-left: 20px;"><i>peers, staff, family, guests, Elders, ...</i></p>

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**Use Language to Show Respect**

**Grade 4 Specific Outcome 5.1.2**

Adjust listening, viewing, speaking behaviours according to the situation

**Grade 5 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 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, ...

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

By the end of Grade 5 the student ...

5.1.2 a. *Speaks and listens / views respectfully*

*\*appropriate in grade five:*

- disagreeing respectfully
- responding respectfully with opinions

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

May say, "I am very interested in the comment you made about second hand smoke ... "

**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 2 Specific Outcome 5.1.2**

Adjust listening, viewing, speaking behaviours according to the situation

**Grade 3 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 2 the student ...

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

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

By the end of Grade 3 the student ...

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

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**Use Language to Show Respect**

**Grade 4 Specific Outcome 5.1.2**

Adjust listening, viewing, speaking behaviours according to the situation

**Grade 5 Specific Outcome 5.1.2**

Adjust listening, viewing, speaking behaviours according to the situation

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

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

By the end of Grade 4 the student ...

By the end of Grade 5 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 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, ...*

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

5.1.2 c. **Discusses 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."*

*May say, "When the Elders come to speak with us, it would be helpful if we used Tliche, to help them feel comfortable. ... I can't speak Tliche, but I understand it; so would you ask the questions for our group?"*

**General Outcome:**

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

**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)

**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)

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**Evaluate Group Process**

**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)

**5 Specific Outcome 5.1.3**

Assess group process using simple pre-established criteria, and determine areas for development

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, tracking, ...

**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><b>Grade 2 Specific Outcome 5.1.3</b></p> <p>Acknowledge achievements of others</p>	<p><b>Grade 3 Specific Outcome 5.1.3</b></p> <p>Understand how class members help each other</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p>
<p><b>By the end of Grade 2 the student ...</b></p> <p><b>5.1.3 a. Participates in the development of the criteria to evaluate group processes</b></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><b>5.1.3 b. Assesses the effectiveness of the group process using the set criteria</b></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><b>5.1.3 c. Reflects on personal behaviours and / or learning style</b></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>	<p><b>By the end of Grade 3 the student ...</b></p> <p><b>5.1.3 a. Participates in the development of the criteria to evaluate group processes</b></p> <p><i>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."</i></p> <p><b>5.1.3 b. Assesses the effectiveness of the group process using the set criteria</b></p> <p><i>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."</i></p> <p><b>5.1.3 c. Reflects on personal behaviors and / or learning style</b></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 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, ...</i></p> <p><i>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?"</i></p>

Evaluate Group Process

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 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?"*

Grade 5 Specific Outcome 5.1.3

Assess group process using simple pre-established criteria, and determine areas for development

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 the student ...

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

*May say, "This is our second project together. Last time, we had one member present to the whole class. This time, let's try to use each of our skills in a group presentation. We could add that on our checklist: that all members need to present a part of the project."*

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

*May say, "In our dialogue journals, a few of us wrote about the problem of doing different things and not knowing all of the information. We solved the problem of incomplete information by dividing up the sources and all getting involved in reading the report and knowing the material before we presented this time. So that was better."*

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 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, "One thing I know about my questioning skills is ..." "I felt this way when ..." "I wonder if I use a different strategy to learn this, will I have better luck with it?" "What do I know about the way I learn?"*

**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><b>Grade 2 Specific Outcome 5.1.3</b> Acknowledge achievements of others</p>	<p><b>Grade 3 Specific Outcome 5.1.3</b> Understand how class members help each other</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p>
<p><b>By the end of Grade 2 the student ...</b></p> <p><b>5.1.3 d. Reflects on personal behaviours that contribute to group success to set personal goals</b></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, "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><b>5.1.3 e. Offers constructive feedback to a peer about group processes</b></p> <p><i>May say, "I like the way you took turns today so everyone had a chance to share ideas."</i></p> <p><b>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.</b></p> <p><b>5.1.3 g. Begins to apply peer feedback about personal role in group processes</b></p> <p><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>	<p><b>By the end of Grade 3 the student ...</b></p> <p><b>5.1.3 d. Reflects on personal behaviours that contribute to group success to set personal goals</b></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 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."</i></p> <p><b>5.1.3 e. Offers constructive feedback to a peer about group processes</b></p> <p><i>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."</i></p> <p><b>5.1.3 f. Applies peer feedback about personal role in group processes</b></p> <p><i>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."</i></p>

Evaluate Group Process

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 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."*

Grade 5 Specific Outcome 5.1.3

Assess group process using simple pre-established criteria, and determine areas for development

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 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 know that I like doing the easy jobs when I am put in a group. Some of my friends are getting mad at me, so this time, I need to be more involved in something more than just drawing." "I need to make sure I am on the same topic; sometimes I go off on a tangent." "I sometimes forget to use encouraging words when I am in a group and get frustrated. I need to remember to calm down or take some time out." "It is my responsibility to be on task and yet I struggle with that when I work with friends. Next time I have to concentrate on the topic or I am affecting everyone else ..."*

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

*May say, "It's neat that you redid that part of the project about pollution and added some information about the different options that a mining company has to clean up their site. I remember that that was missing in your practice presentation and that some people had asked about it."*

**General Outcome:**

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

**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)

**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)

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**Share and Compare Responses**

**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)

**5 Specific Outcome 5.2.1**

**Acknowledge differing responses to common 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><b>Grade 2 Specific Outcome 5.2.1</b> Tell, draw, and write about self, family, and community</p>	<p><b>Grade 3 Specific Outcome 5.2.1</b> Record ideas and experiences and share them with others</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 2 the student ...</b></p> <p><b>5.2.1 a. Represents self, family, and communities</b></p> <p><i>communities: family, groups, classroom, organizations, town, clubs, ...</i></p> <p><i>representations: conversations, books, journals, stories, computer, cartoons, dramatizations, centers, puppets, circles, portraits, collages, paintings, carvings, sculptures, writings, ...</i></p> <p><b>5.2.1 b. Describes differences and similarities between self, peers, and families</b></p> <p><i>hair colour, family sizes, family structures, family routines, family celebrations, ...</i></p> <p><i>circle talks, conversations, pictographs, illustrations, presentations, ...</i></p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p> <p><b>By the end of Grade 3 the student ...</b></p> <p><b>5.2.1 a. Represents own ideas and experiences</b></p> <p><i>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, ...</i></p> <p><b>5.2.1 b. <i>** 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.</i></b></p> <p><b>5.2.1 c. Begins to describe similarities and differences between own and others' experiences</b></p> <p><i>circle talks, conversations, graphs, illustrations, presentations, displays, journals, letters, stories, books, paintings, posters, maps, charts, newsletters, newspaper articles, cartoons, ...</i></p> <p><i>"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!"</i></p>

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**Share and Compare Responses**

**Grade 4 Specific Outcome 5.2.1**

Describe relationships between own and others' ideas and experiences

**Grade 5 Specific Outcome 5.2.1**

Acknowledge differing responses to common experiences

**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."*

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

By the end of Grade 5 the student ...

**5.2.1 a. Describes 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, dialogue journals, Role-Audience-Format-Topic activities (RAFT), ...*

*May say, "In our dialogue journal, my partner and I had different opinions about hunting. I think that it is OK to hunt as a hobby and my partner talks about over hunting and hunting for survival purposes. I am interested in talking more with him about this."*

**5.2.1 b. Offers praise and constructive feedback**

*"You did a good job getting the information from your grannie. The interview really helped us prove our point."*

**5.2.1 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.**

**5.2.1 d. Begins to recognize differing perspectives of common 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, dialogue journals, ...*

*May say, "We are writing an article about the contact that our ancestors had with the European explorers. We want to ask some Elders what they know and compare it to what we read in our class books."*

**General Outcome:**

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

**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)

**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)

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**Appreciate Diversity**

**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)

**5 Specific Outcome 5.2.2**

**Describe how diversity is honoured and celebrated**

**\*\*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><b>Grade 2 Specific Outcome 5.2.2</b> Explore personal understanding of self and others</p>	<p><b>Grade 3 Specific Outcome 5.2.2</b> Explore own and other cultures</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p>
<p><b>By the end of Grade 2 the student ...</b></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. <i>Uses questions and conversations to explore personal understanding of self and others</i></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>	<p><b>By the end of Grade 3 the student ...</b></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, "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."</i></p> <p>5.2.2 c. <b>** 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.</b></p> <p>5.2.2 d. <i>Begins to use questions and conversations to develop an awareness of own and other cultures and ways of life</i></p> <p><i>cultural diversity may be evident through: foods, games, tools, clothing, stories, dances, songs, music, language, artifacts, rituals, beliefs, and values, customs, traditions, customs, histories, ...</i></p> <p><i>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."</i></p>

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Appreciate Diversity

Grade 4 Specific Outcome 5.2.2

Develop an awareness of diversity

Grade 5 Specific Outcome 5.2.2

Describe how diversity is honoured and celebrated

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, ..."*

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 5 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, "Why are the dances different in every culture? Last year the Holman Dancers came and their dances were different from the dances we often see the MacKenzie Drummers do on TV But that's not how my family does it either. We ... . What do the dances mean?"*

5.2.2 c. *Describes 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 need to talk to others who have different opinions from mine because I am confused. We celebrate others by listening to their ideas."*

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 develop an opinion about diversity*

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

*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, "Why do people speak different languages?" "Why do we need two languages?" "Why isn't school in the same language as my Mom speaks? I think maybe it should be."*

**General Outcome:**

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

**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)

**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)

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**Celebrate Special Occasions**

**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)

**5 Specific Outcome 5.2.3**

Explore how context influences the selection of language and form

**\*\*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><b>Grade 2 Specific Outcome 5.2.3</b></p> <p>Plan and contribute to celebrations in the classroom community</p>	<p><b>Grade 3 Specific Outcome 5.2.3</b></p> <p>Acknowledge and celebrate individual and class achievements</p>
<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p>	<p><b>Learning Outcomes &amp; Corresponding Illustrative Example(s)</b></p>
<p><b>By the end of Grade 2 the student ...</b></p> <p><b>5.2.3 a. Participates in classroom celebrations to acknowledge groups and others' achievements (personal and academic)</b></p> <p><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><b>5.2.3 b. Helps to plan classroom celebrations</b></p> <p><i>May say, "I could bring some dried meat for our family day." "Maybe we could show our ..."</i></p> <p><b>5.2.3 c. Contributes to individual and class representations for an identified community / audience</b></p> <p><i>ideas, expertise, experiences, skills, feelings, opinions, ...</i></p> <p><i>conversations, journals, pictures, poetry recitals, readers' theatre, dramatizations, songs, dances, puppet plays, readings, classroom and student-centered stories, ...</i></p> <p><b>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.</b></p> <p><b>5.2.3 e. Begins to offer personal and academic strengths to peers</b></p> <p><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>	<p><b>By the end of Grade 3 the student ...</b></p> <p><b>5.2.3 a. Participates in classroom celebrations to acknowledge groups and others' achievements (personal and academic)</b></p> <p><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, publishing parties, cards and letters of congratulation or appreciation, banners, authors' night, brown bag lunch, ...</i></p> <p><b>5.2.3 b. Contributes to individual and class representations for an identified community / audience</b></p> <p><i>ideas, expertise, experiences, skills, feelings, opinions, ...</i></p> <p><i>conversations, journals, pictures, poetry recitals, readers' theatre, dramatizations, songs, dances, puppet plays, readings, classroom and student-centered stories, ...</i></p> <p><b>5.2.3 c. Offers personal and academic strengths to others</b></p> <p><i>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."</i></p> <p><b>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.</b></p> <p><b>5.2.3 e. Begins to select appropriate language and form to celebrate special events or accomplishments</b></p> <p><b>**Keep in mind audience and purpose when selecting forms</b></p> <p><b>**Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life / thinking, religion, abilities, ...</b></p> <p><i>forms may be written, verbal, dramatic, poetic, ...</i></p> <p><i>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."</i></p>

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**Celebrate Special Occasions**

**Grade 4 Specific Outcome 5.2.3**

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

**Grade 5 Specific Outcome 5.2.3**

Explore how context influences the selection of language and form

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

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

**By the end of Grade 4 the student ...**

**By the end of Grade 5 the student ...**

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

5.2.3 a. *Offers personal and academic strengths to others within and beyond the classroom communities*

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

*May say, "I am going to be volunteering for story time at the library." "My family is responsible for the readings at church this Sunday. I am going to do one too."*

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

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.**

*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, ...*

5.2.3 c. *Begins to explain how the context influences the selection of appropriate language and form to honour and celebrate others*

**\*\*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, ...*

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.**

*May say, "When I explain my project to the judges, I need to remember to use specific words, not things like "cool" and "awesome"."*

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."*