

General Outcome 5



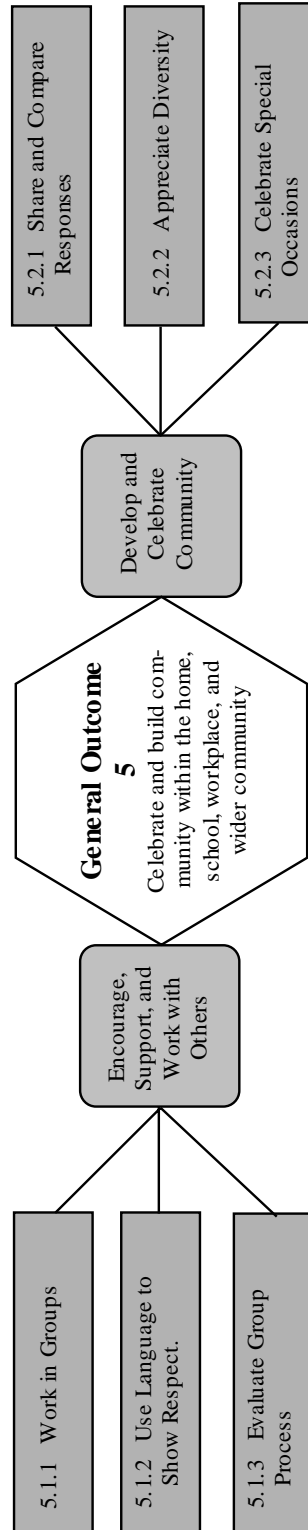
Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

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.

6 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)

7 Specific Outcome 5.1.1

Make decisions collaboratively to follow or modify pre-established group processes in order to work in a variety of partnerships and groups

****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 Personal Knowledge and Sources of Information (3.2.1), Revise Content (4.2.2), and Use Language to Show Respect (5.1.2)

Work in Groups

8 Specific Outcome 5.1.1

Make decisions collaboratively to modify or create group processes for specific purposes, in order to work in a variety of partnerships and groups

****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)
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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)

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Make decisions collaboratively to modify or create group processes for specific purposes, in order to work in a variety of partnerships and groups

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- 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 6 Specific Outcome 5.1.1

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

Grade 7 Specific Outcome 5.1.1

Make decisions collaboratively to follow or modify pre-established group processes in order to work in a variety of partnerships and groups

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 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 six include:

- *decision making: reaching consensus and agreeing to disagree*
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*
 - *decision making: majority vs. minority*

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

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

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

appropriate group processes in grade seven include:

- *drawing conclusions from consensus*
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*
 - *decision making: majority vs. minority*
 - *decision making: reaching consensus and agreeing to disagree*

Work in Groups

Grade 8 Specific Outcome 5.1.1

Make decisions collaboratively to modify or create group processes for specific purposes, in order to work in a variety of partnerships and groups

Grade 9 Specific Outcome 5.1.1

Make decisions collaboratively to modify or create group processes for specific purposes, in order to work in a variety of partnerships and groups

Learning Outcomes & Corresponding Illustrative Example(s)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

By the end of Grade 9 the student ...

5.1.1 a. *Modifies or creates group processes when collaborating with peers to accomplish a specific task*

5.1.1 a. *Modifies or creates group processes when collaborating with peers to accomplish a specific task*

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

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

appropriate group processes in grade eight include:

appropriate group processes in grade nine include:

- *advocate points of view that recognize the ideas of others to advance the thinking of the group*
- *use opportunities as a group member to contribute to group goals and to extend own learning*

- *group synthesis of new ideas and information*

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:

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- *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*
- *decision making: majority vs. minority*
- *decision making: reaching consensus and agreeing to disagree*
- *drawing conclusions from consensus*

- *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*
- *decision making: majority vs. minority*
- *decision making: reaching consensus and agreeing to disagree*
- *drawing conclusions from consensus*
- *advocate points of view that recognize the ideas of others to advance the thinking of the group*
- *use opportunities as a group member to contribute to group goals and to extend own learning*

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 6 Specific Outcome 5.1.1

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

Grade 7 Specific Outcome 5.1.1

Make decisions collaboratively to follow or modify pre-established group processes in order to work in a variety of partnerships and groups

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

5.1.1 b. Selects 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, assessor, evaluator, ...

May say, "This has to be an experiment. What jobs will we need to do to get all of us involved? I think we need ..." "Maybe one of us could review the project, by using our plan, to see what we are missing while the rest of us continue with the research and writing?"

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

5.1.1 b. Selects appropriate roles for small/whole group task(s)

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

Roles are determined by the purpose and the task. Students can begin to identify the components of the task and what roles would meet those, and then determine who will perform what role. The nature of cooperative learning speaks to the need for collaborative work, rather than a simple division of tasks.

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

May say: "If we're going to do this set of interviews, we don't all need to go to interview each person. We should draft our questions together, then we can each go and do one interview, and then we can come back and listen to them together and decide what we should do next."; "Rather than just giving everybody a job, let's do the research part together and figure out what we really want to say. Then we can divide up the presentation tasks - but let's not give everybody the same job they always get."; "I don't want to be the illustrator this time. I always have to do the drawing because you all think I'm a good artist; I want to try doing some of the writing for a change."

Work in Groups

Grade 8 Specific Outcome 5.1.1

Make decisions collaboratively to modify or create group processes for specific purposes, in order to work in a variety of partnerships and groups

Grade 9 Specific Outcome 5.1.1

Make decisions collaboratively to modify or create group processes for specific purposes, in order to work in a variety of partnerships and groups

Learning Outcomes & Corresponding Illustrative Example(s)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

By the end of Grade 9 the student ...

5.1.1 b. *Discusses, creates and selects appropriate roles for small/whole group task(s)*

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May say: "To organize the author celebration, we'll need people to get the food, to look after setting up the room, to do the invitations and the program, and to publish the anthology. Should we get people to volunteer, or should we just assign them?"; "We're going to present our one-act plays that we wrote to the Elders. What do we need to do to get ready for that? What are the jobs, and who will take the responsibility for each one?"; "Jamie, Sam, and I are going to work on our family history for Historica. We're going to do the beginning work together and figure out a template for our interviews, then we'll split up and talk to as many of our relatives as we can."

May say: "Here is our outline of our project - we have broken down the tasks, put them on a calendar, and have agreed to meet and share what we have learned each Day 5, after lunch, during library time."; "We have chosen to read The Burn Journals for our lit circle this month. We are going to take turns leading the discussion. We decided to meet twice a week, and do double-entry journals to track our thinking in between."

General Outcome:

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

6 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**

7 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

8 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

9 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 6 Specific Outcome 5.1.2</p> <p>Adjust listening, viewing, speaking behaviours according to the situation</p>	<p>Grade 7 Specific Outcome 5.1.2</p> <p>Adjust listening, viewing, speaking behaviours according to the situation</p>
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>
<p>By the end of Grade 6 the student ...</p> <p>5.1.2 a. <i>Speaks and listens / views respectfully</i></p> <p><i>*appropriate in grade six:</i></p> <ul style="list-style-type: none"> - <i>showing evidence of comprehension (participate in conversations, ask relevant questions, make connections, express opinions, ideas, concerns)</i> - <i>responding to the speaker's gestures</i> - <i>responding to emotional aspects of the presentation, ...</i> <p><i>to maintain from previous grades:</i></p> <ul style="list-style-type: none"> - <i>staying in one place</i> - <i>keeping respectful silence</i> - <i>keeping hands to self</i> - <i>accepting different communicative patterns and languages</i> - <i>sitting in close proximity to the speaker/presentation</i> - <i>focusing on presentation or speaker</i> - <i>using courteous, respectful language (word choice, tone)</i> - <i>asking questions or participating in discussion / activity</i> - <i>attentive facial expression and body language</i> - <i>showing interest</i> - <i>asking relevant questions</i> - <i>giving nonverbal encouragement</i> - <i>showing encouragement and appreciation</i> - <i>listening to opposing opinions</i> - <i>acknowledging others' comments, ideas, perspectives, and questions</i> - <i>giving polite feedback</i> - <i>disagreeing respectfully</i> - <i>responding respectfully with opinions</i> <p><i>May say, "I am very interested in the comment you made about second hand smoke. You were wondering if it as bad as it is made out to be; would you like to do a research project with me about it?"</i></p>	<p>By the end of Grade 7 the student ...</p> <p>5.1.2 a. <i>Speaks, listens and views respectfully and carefully</i></p> <p><i>*appropriate in grade 7:</i></p> <ul style="list-style-type: none"> - <i>asking clarifying questions</i> - <i>responding to the speaker's nonverbal cues (tone, facial expression, proximity...)</i> <p><i>to maintain from previous grades:</i></p> <ul style="list-style-type: none"> - <i>staying in one place</i> - <i>keeping respectful silence</i> - <i>keeping hands to self</i> - <i>accepting different communicative patterns and languages</i> - <i>sitting in close proximity to the speaker/presentation</i> - <i>focusing on presentation or speaker</i> - <i>using courteous, respectful language (word choice, tone)</i> - <i>asking questions or participating in discussion / activity</i> - <i>attentive facial expression and body language</i> - <i>showing interest</i> - <i>asking relevant questions</i> - <i>giving nonverbal encouragement</i> - <i>showing encouragement and appreciation</i> - <i>listening to opposing opinions</i> - <i>acknowledging others' comments, ideas, perspectives, and questions</i> - <i>giving polite feedback</i> - <i>disagreeing respectfully</i> - <i>responding respectfully with opinions</i> - <i>showing evidence of comprehension (participate in conversations, ask relevant questions, make connections, express opinions, ideas, concerns)</i> - <i>responding to the speaker's gestures</i> - <i>responding to emotional aspects of the presentation</i>

Use Language to Show Respect

Grade 8 Specific Outcome 5.1.2

Adjust listening, viewing, speaking behaviours according to the situation

Grade 9 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 8 the student ...

5.1.2 a. *Speaks, listens and views respectfully and critically*

**appropriate in grade 8:*

- asking probing or challenging questions
- explaining responses and opinions in detail

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
- disagreeing respectfully
- responding respectfully with opinions
- showing evidence of comprehension (participate in conversations, ask relevant questions, make connections, express opinions, ideas, concerns)
- responding to the speaker's gestures
- responding to emotional aspects of the presentation
- asking clarifying questions
- responding to the speaker's nonverbal cues (tone, facial expression, proximity...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

5.1.2 a. *Speaks, listens and views respectfully and critically*

**appropriate in grade 9:*

- critically evaluating speaker's message

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
- disagreeing respectfully
- responding respectfully with opinions
- showing evidence of comprehension (participate in conversations, ask relevant questions, make connections, express opinions, ideas, concerns)
- responding to the speaker's gestures
- responding to emotional aspects of the presentation
- asking clarifying questions
- responding to the speaker's nonverbal cues (tone, facial expression, proximity...
- asking probing or challenging questions
- explaining responses and opinions in detail

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 6 Specific Outcome 5.1.2</p> <p>Adjust listening, viewing, speaking behaviours according to the situation</p>	<p>Grade 7 Specific Outcome 5.1.2</p> <p>Adjust listening, viewing, speaking behaviours according to the situation</p>
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>
<p>By the end of Grade 6 the student ...</p> <p>5.1.2 b. Adjusts language to fit the context (audience, purpose, and situation)</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 (word choice), body language, code switching, gender, age, culture, ...</i></p> <p><i>Language Register: home, playground, classroom, land, community settings, oral , print, and media texts, social and cultural settings / experiences, ...</i></p> <p><i>peers, staff, family, guests, Elders, wider community / global community, ...</i></p> <p>5.1.2 c. Discusses differences in language use in a variety of school and community contexts</p> <p><i>May say, "I am having a hard time deciding what language to use in my project. Does it really matter if I use the word injection, inoculation, or needle?"</i></p>	<p>By the end of Grade 7 the student ...</p> <p>5.1.2 b. Adjusts language to fit the context (audience, purpose and situation)</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 (word choice), body language, code switching, gender, age, culture, ...</i></p> <p><i>Language Register: home, playground, classroom, land, community settings, oral , print, and media texts, social and cultural settings / experiences, online ...</i></p> <p><i>peers, staff, family, guests, Elders, wider community / global community, ...</i></p> <p>5.1.2 c. Discusses differences in language use in a variety of school and community contexts</p> <p><i>May say: "When I text, I use abbreviations all the time, but in my email to the teacher I have to use regular words."; "When I talk to my Grandma, I have to remember to not use so much street talk because she gets confused."; "When we write for the school newsletter, we have to remember who will be reading it, and make sure that our language is clear."</i></p>

Use Language to Show Respect

Grade 8 Specific Outcome 5.1.2

Adjust listening, viewing, speaking behaviours according to the situation

Grade 9 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 8 the student ...

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

****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, online ...

peers, staff, family, guests, Elders, wider community / global community, ...

5.1.2 c. *Discusses and explores features of language in a variety of school and community contexts*

May say: "My mom doesn't care about the music I listen to, but my grandpa gets upset by the swearing in some of the rap I like. I think it's cause he's old. We don't listen to it when he visits so he doesn't get upset."; "If we talk about diversity of populations at the public meeting tonight, will most people understand what we mean, or should we make it simpler?"

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

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

****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, online ...

peers, staff, family, guests, Elders, wider community / global community, ...

5.1.2 c. *Discusses, compares and experiments with features of language in a variety of school and community contexts*

" I want to use a really strong word here to show how disgusted I was... can you help me find one that will make my point, but that the class will understand?"; " The way they describe the teenagers in this editorial makes us all sound like emos. Why can't they see that there are as many kinds of teenagers as there are adults? They should have used words that weren't so stereotyping"; "What if we used less street talk in our video, and made it a little easier for older people to understand. Would that help us get our message to a bigger audience?"

General Outcome:

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

6 Specific Outcome 5.1.3

Assess own contributions to group processes, set personal goals for enhancing work with others, and monitor group process

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, communicating, reflecting, observing, responding, predicting, thinking aloud, goal setting, establishing criteria, responding, describing, extending ideas, interpreting, self-questioning, problem solving, managing, explaining, sorting essential and nonessential information, tracking, inferring, summarizing, ...

Specific Outcome Links

See Celebrate Special Occasions (5.2.3)

7 Specific Outcome 5.1.3

Evaluate group processes and personal contributions according to pre-established criteria

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, communicating, reflecting, observing, responding, predicting, thinking aloud, goal setting, establishing criteria, responding, describing, extending ideas, interpreting, self-questioning, problem solving, managing, explaining, sorting essential and nonessential information, tracking, inferring, summarizing, ...

Specific Outcome Links

See Celebrate Special Occasions (5.2.3)

Evaluate Group Process

8 Specific Outcome 5.1.3

Evaluate the quality of own contributions to group processes and set goals and plans 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, communicating, reflecting, observing, responding, predicting, thinking aloud, goal setting, establishing criteria, responding, describing, extending ideas, interpreting, self-questioning, problem solving, managing, explaining, sorting essential and nonessential information, tracking, inferring, summarizing, ...

Specific Outcome Links

See Celebrate Special Occasions (5.2.3)

9 Specific Outcome 5.1.3

Establish and use criteria to evaluate group processes and personal contributions, and propose suggestions 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, communicating, reflecting, observing, responding, predicting, thinking aloud, goal setting, establishing criteria, responding, describing, extending ideas, interpreting, self-questioning, problem solving, managing, explaining, sorting essential and nonessential information, tracking, inferring, summarizing, ...

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 6 Specific Outcome 5.1.3</p> <p>Assess own contributions to group processes, set personal goals for enhancing work with others, and monitor group process</p>	<p>Grade 7 Specific Outcome 5.1.3</p> <p>Evaluate group processes and personal contributions according to pre-established criteria</p>
<p style="text-align: center;">Learning Outcomes & Corresponding Illustrative Example(s)</p> <p style="text-align: center;">By the end of Grade 6 the student ...</p> <p>5.1.3 a. Participates in the development of the criteria to evaluate group processes</p> <p><i>May say, "On our rubric for the group project, we should make sure we have sections about solving problems and one about taking responsibilities or roles."</i></p> <p>5.1.3 b. Assesses the effectiveness of the group processes using the set criteria</p> <p><i>May say, "Our group ended up not working together because we didn't solve our conflict. When we look at the rubric's section about problem solving, we ..."</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, 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, "How will I use this information about myself? What if I know that I read better if I listen to music? Can we listen to music while we work, then?" "What can I do to help my understanding of this topic?" "Do I have a clear picture in my head?" ...</i></p> <p>5.1.3 d. Reflects on personal behaviours that contribute to group success to set personal and / or group 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, "Maybe our group should think about asking for someone outside of our group to edit. We don't seem to be doing that well."</i></p>	<p style="text-align: center;">Learning Outcomes & Corresponding Illustrative Example(s)</p> <p style="text-align: center;">By the end of Grade 7 the student ...</p> <p>5.1.3 a. Participates in the development of criteria to evaluate group processes</p> <p><i>May say: "Because most of our work was around finding the information I think our criteria should focus mostly on how we did that - sharing sources, sharing information, making group summaries - that kind of thing"; "Our group did a lot of individual work on this project so I think we should only evaluate the parts where we really all were working together - that would be when we did planned the project and then did the final presentation. Let's keep the criteria focused on those two areas."</i></p> <p>5.1.3 b. Assesses the effectiveness of the group process using the set criteria</p> <p><i>May say: "We were okay at sharing our information and at sharing the resources, except that Billy and Shane didn't want to do any of the reading. It was hard to do the summaries, because not everyone helped."; "We did a great job of following our timeline. Everyone completed the task right on time. I think that's a 4, for sure."</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, 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 think that I didn't learn as much as I could have because I was not being a good listener. I need pictures or action or something to keep me focused"; "When I work in a group I am very good at keeping people on task. I need everybody paying attention, otherwise I get distracted and I can't learn"</i></p>

Evaluate Group Process

Grade 8 Specific Outcome 5.1.3

Evaluate the quality of own contributions to group processes and set goals and plans for development

Grade 9 Specific Outcome 5.1.3

Establish and use criteria to evaluate group processes and personal contributions, and propose suggestions for development

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

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

May say: "This month we've really been focusing on summarizing as a comprehension strategy; I think our group criteria should include something about summarizing our information together"; "Ms. B says that we need to really be looking at how we craft our final product. Should we include revision in our checklist?"; "Since the books we're writing are for the Kindergarten class, we need a point that looks at considering the audience: clear pictures, simple words, stuff like that."

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

May say: "When Pam had trouble finding the information on the internet, Jake helped her do the search. That was good 'supporting others'; "We spent way too much time arguing about things. We need more practice in coming to shared conclusions."

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: "I need to learn to share responsibility in the group. I took on too many parts of the work and didn't have enough time to do a good job on all of them"; "I was really frustrated because the boys kept playing music and games while we were researching. I have to have it quiet so I can think"; "I think I did a really good job encouraging others in the group"

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

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

May say: "Should we have a piece here that looks at how well we followed our original plan? Is that important in this task?"; "Do you remember how we struggled with coming to consensus last time? We need to make that a key point in the criteria."; "We're supposed to be synthesizing our new information, and we have to do it together. How can we keep track of how we do that?"

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

May say: "Of the three key criteria - sharing ideas, synthesizing information, and coming to consensus - I think we did really well on the first one. Some people didn't participate very much in the discussions, so I think we only get a '2' on consensus and synthesis"; "I think we in the 'always' section for showing respect to others and tracking our sources, and in the 'most of the time' for the other three"

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: "I found this group really good to work with. There was lots of discussion and that helped me to understand the new concepts."; "I know Charlie really likes finding information on the internet, but I'd rather find a book."; "I am way more interested in a project when I get to choose my own topic!"

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 6 Specific Outcome 5.1.3

Assess own contributions to group processes, set personal goals for enhancing work with others, and monitor group process

Grade 7 Specific Outcome 5.1.3

Evaluate group processes and personal contributions according to pre-established criteria

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

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

May say, "I had asked for help to look at different solutions to my problem with time. I kept trying the same thing, and was not getting my projects done on time. But, this time, I took the group's advice and kept a calendar and have done way better. Thanks!"

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 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 grow*

May say: "Keisha did a great job of making sure we all got a chance to talk. Next time I'm the discussion leader, I'm going to do that, too"; "Our lit circle was really good today because we were all prepared. We need to make sure that each of us takes that responsibility seriously"; "It was hard to get much done today with Jonah away. I think it's important that we all are here so we can get this project finished."

5.1.3 e. Applies peer and/or group feedback about group process

May say: "Mandy told me if I spoke up more, people in my group would listen. She was right. I got to make two suggestions for how to do our backboard, and it looks good."; "After last week's lit circle we decided we all had to make sure we had our reading done so we could have a better discussion."

Evaluate Group Process

Grade 8 Specific Outcome 5.1.3

Evaluate the quality of own contributions to group processes and set goals and plans for development

Grade 9 Specific Outcome 5.1.3

Establish and use criteria to evaluate group processes and personal contributions, and propose suggestions for development

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 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: "We ran out of time and really had to rush through the last part of our project. It looks messy. Next time we need to start faster and leave some time at the end to fix up any problems."; "Our presentation today was okay, but we did not do a good job of supporting each other to keep the audience engaged"

5.1.3 e. *Applies peer and/or group feedback about group process and personal actions in the group*

May say: "Sam made a good point about how we were really getting lots of information but that it wasn't all on topic. We did have a clear enough idea of what information we needed, so when we did the search we got lots of stuff right away, and from lots of different sources, but it wasn't all useful. Having relevant questions makes a difference, so we need to be clearer next time, before we start to search."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 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: "We spent too much time arguing and listening to Patsy whine and pout. We need to have a better way to solve conflicts when they come up."; "When people make suggestions to me, I don't like it and I want to argue; I need to get better at thinking about what they're telling me and then seeing how I can use it to improve."

5.1.3 e. *Applies peer and/or group feedback about group process and personal actions in the group*

May say: "After Mr. B talked to us about keeping focused, Kayla and I decided that we would turn off our iPods when we were writing."; "Our study group always struggles with summarizing the information in our text. After we learned the 'magnet summary' strategy from Leyton, we decided to use it in our group to summarize the next Science chapter. It made it way better than the last time."

General Outcome:

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

6 Specific Outcome 5.2.1

Compare personal ways of responding and thinking with those of others

Specific Outcome Links

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

7 Specific Outcome 5.2.1

Compare personal ways of responding and thinking with those of others

Specific Outcome Links

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

Share and Compare Responses

8 Specific Outcome 5.2.1

Compare personal reactions to and ways of thinking about a variety of experiences and texts with those of others

Specific Outcome Links

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

9 Specific Outcome 5.2.1

Recognize that differing perspectives and unique reactions enrich understanding

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 6 Specific Outcome 5.2.1</p> <p>Compare personal ways of responding and thinking with those of others</p>	<p>Grade 7 Specific Outcome 5.2.1</p> <p>Compare personal ways of responding and thinking with those of others</p>
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p>
<p>By the end of Grade 6 the student ...</p> <p>5.2.1 a. Recognizes differing perspectives of common experiences</p> <p><i>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, bulletin board collages, audio tapes, video and photo essays, Role-Audience-Format-Topic activities (RAFT), point of view study guides, ...</i></p> <p><i>May say, "In our RAFT we are the nonsmokers and are going to write a letter about the rights of the nonsmoker, but in the other group's RAFT, they are the smokers and are going to write the letter about the rights of the smoker. Both letters are to be sent to town / band council."</i></p> <p>5.2.1 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.</p> <p>5.2.1 c. Begins to paraphrase others' ideas</p> <p><i>May say, "I think that this article supports the sale of Coke in schools. The author is saying ..."; "So, are you saying that we should be turning down our Ipods to save our hearing?"</i></p>	<p>By the end of Grade 7 the student ...</p> <p>5.2.1 a. Recognizes differing perspectives of common experiences</p> <p><i>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, bulletin board collages, audio tapes, video and photo essays, Role-Audience-Format-Topic activities (RAFT), point of view study guides, ...</i></p> <p><i>May say "I always have fun when I go to the restaurant with my friends. We go for a pop. But Stanley says that in Yellowknife, he and his friends always got kicked out of the places because they don't want kids hanging around. That's not fair!"</i></p> <p>5.2.1 b. Paraphrases ideas and summarizes others' responses</p> <p><i>"Everyone in our group thinks we should be given a choice for what we can buy to drink at school. We should get pop or sports drinks if we want, not just juice."; "Most people at the meeting think our class gets too much homework."</i></p> <p>5.2.1 c. Offers feedback on ways others communicate ideas</p> <p><i>"I liked the way you showed everybody's suggestions on that big chart."; "That was a good example you gave about hunting and helping our elders."</i></p>

Share and Compare Responses

Grade 8 Specific Outcome 5.2.1

Compare personal reactions to and ways of thinking about a variety of experiences and texts with those of others

Grade 9 Specific Outcome 5.2.1

Recognize that differing perspectives and unique reactions enrich understanding

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

- 5.2.1 a. *Recognizes and appreciates differing perspectives of common experiences*

May say "I don't agree with your ideas about sport hunting, but you did a good job of explaining why you think it's a good idea."; "Mary can probably give you information about the seal hunt protesters. She's really into that."

- 5.2.1 b. *Summarizes and compares own and or others' responses*

May say: "Half of us think that we should be allowed to smoke at recess if we want to. The rest of the group says no one should be allowed to smoke at school."; "Teachers say that homework helps us learn. We don't think that's right."

- 5.2.1 c. *Offers feedback on ways others communicate ideas*

May say: "The way you explained your ideas about having healthy food at school made me understand more about why it's important to make good food choices for lunch."; "I didn't understand what you meant in your presentation. Maybe a set of key points at the end would have helped me."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 the student ...

- 5.2.1 a. *Recognizes and appreciates differing perspectives of common experiences and identifies missing perspectives*

"We've been talking about why stores shouldn't have to let people use their bathrooms if they're not customers; Maddie talked about how hard it is for her mom to keep the restaurant bathroom clean just from the customers. Bobbie talked about how people should be able to go to the bathroom at home. But we haven't thought about people who are homeless or have no place to go during the day. What would they think about closing bathrooms?"

- 5.2.1 b. *Summarizes, compares, and synthesizes own and others responses*

May say: "We all found different parts of the presentation a bit confusing, but once we got together and talked it through, we think we understand the main ideas. Nolan and Jake still don't believe that whales are really endangered, but the rest of us are going to look for more information."

- 5.2.1 c. *Appreciates the richness of and offers feedback on the ways others communicates ideas*

May say: I loved the way you shared your poetry today, with the music and the artwork behind it. It made me think more deeply about what you were saying."; "Your examples of what happens during a commercial whaling hunt were really disgusting, but they did make me think."

General Outcome:

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

6 Specific Outcome 5.2.2

Develop an opinion about 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)

7 Specific Outcome 5.2.2

Identify and describe barriers to the acceptance or honouring 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)

Appreciate Diversity

8 Specific Outcome 5.2.2

Identify and describe social issues related to 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)

9 Specific Outcome 5.2.2

Identify and describe social issues related to diversity and recognize that some perspectives may be missing

**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 6 Specific Outcome 5.2.2 Develop an opinion about diversity</p>	<p>Grade 7 Specific Outcome 5.2.2 Identify and describe barriers to the acceptance or honouring of diversity</p>
<p>Learning Outcomes & Corresponding Illustrative Example(s)</p> <p>By the end of Grade 6 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, "In Social Studies, we talked about the Haida and the Cowichan people. They both have totems. What do the totems represent or tell? My family makes ..."</i></p> <p>5.2.2 c. <i>Develops an opinion about diversity</i></p> <p><i>**Keep in mind culture, race, gender, age, appearance, language, perspectives, ways of life / thinking, religion, abilities, ...</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, "I think that because we are a little bit different from each other, some of us come from different cultures, we learn more than if we were all the same." "I am curious about why it is that in some cultures, the females are allowed to drum, while in others, the females are not. I think this means ..."</i></p> <p>5.2.2 d. <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></p> <p>5.2.2 e. <i>Begins to discuss issues related to or barriers blocking the acceptance or the honouring of diversity</i></p> <p><i>*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</i></p> <p><i>May say, "When people are labeled as being this way or that way, just because of their heritage, that is a stereotype and an unfair judgment. You have to look at the person as an individual to understand what is happening in each situation."</i></p>	<p>Learning Outcomes & Corresponding Illustrative Example(s)</p> <p>By the end of Grade 7 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, interests, and feelings or ideas</i></p> <p>5.2.2 c. <i>Discusses issues related to, or barriers blocking, the acceptance or honouring of diversity</i></p> <p>5.2.2 d. <i>Suggests issues of diversity beyond the local community</i></p>

Appreciate Diversity

Grade 8 Specific Outcome 5.2.2

Identify and describe social issues related to diversity

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 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, interests, and feelings or ideas*

- 5.2.2 c. *Discusses issues of diversity beyond the local community, including unethical positions, bias and prejudice*

- 5.2.2 d. *Identifies some perspectives on diversity that may be missing or not represented*

Grade 9 Specific Outcome 5.2.2

Identify and describe social issues related to diversity and recognize that some perspectives may be missing

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 9 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, interests, and feelings or ideas*

- 5.2.2 c. *Discusses issues of diversity in society, and recognizes a range of perspectives including some that may be missing*

- 5.2.2 d. *Suggests and/or explores global human rights issues as they relate to diversity*

General Outcome:

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

6 Specific Outcome 5.2.3

Explain 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)

7 Specific Outcome 5.2.3

Select and use context-appropriate language and form to celebrate events and accomplishments

****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

8 Specific Outcome 5.2.3

Select and use context-appropriate language and form to participate in public events or traditions

****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)

9 Specific Outcome 5.2.3

Select and use context-appropriate language and form to plan and participate in celebrations

****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.

Grade 6 Specific Outcome 5.2.3

Explain how context influences the selection of language and form

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

5.2.3 a. *Explains how the context influences the selection of appropriate language and form to honour and celebrate others*

****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, "I know that the audience at the feast is mixed. So I as I prepare my speech, I need to remember the Elders, the youth, and the children."

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

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

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, "Congratulations on winning the banner at Super Soccer. You guys really worked hard."; "Happy birthday, Simone!"

5.2.3 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.**

Grade 7 Specific Outcome 5.2.3

Select and use context-appropriate language and form to celebrate events and accomplishments

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

5.2.3 a. *Explains how context influences the selection of appropriate language and form to honour and celebrate others*

****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, ...

"I want to use a rap to help people remember to reduce, reuse, and recycle; I'm going to teach it to the kids, though, so I have to watch to make sure I don't use any bad language."

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

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

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 "Ms. Bruno's back with her new baby. Maybe we should have a baby shower for her in the classroom to celebrate."; "I'm going to put an announcement on the radio to congratulate all the people who raised money for the Terry Fox Run."

Celebrate Special Occasions

Grade 8 Specific Outcome 5.2.3

Select and use context-appropriate language and form to participate in public events or traditions

Grade 9 Specific Outcome 5.2.3

Select and use context-appropriate language and form to plan and participate in celebrations

Learning Outcomes & Corresponding Illustrative Example(s)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 8 the student ...

By the end of Grade 9 the student ...

5.2.3 a. *Explains how context influences the selection of appropriate language and form to honour and celebrate others in public events or traditions*

5.2.3 a. *Explains how context influences the selection of appropriate language and form in plans to honour and celebrate others*

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

May say "You need to remember that Megan doesn't like any bad language so be sure to check the music you pick for her party."; "We need to say our welcome in Slavey, to show respect for the Elders."

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

5.2.3 b. *Explains selection and use of language and form in plans to celebrate others, special events or accomplishments*

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

May say "We're going to put this announcement on the radio in both English and Inuvialuktun to congratulate the grad class."; "I wrote this poem for my granny's funeral, to say how much she meant to me."; "If we plan to have the speeches after dinner, we should make sure people keep them really short."

May say "I had to welcome the Governor General to our school when she visited. I was surprised to learn about how careful you have to be with your words when you talk to her."; "We're going to sing at the True North Concert. Can you help me pick out some songs that will be good for that audience?"

5.2.3 b. *Explains selection and use of language and form to celebrate others, special events or accomplishments*

5.2.3 c. *Recognizes the value of own and others' contribution to many communities*

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

May say "You are really smart when it comes to planning things. You should be in charge of the Elders' Tea."; "Sammy and Ben did a terrific job of the posters and banners for the celebration. Let's remember to thank them at the feast."

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

May say "I'm going to write a poem, like a Dr. Seuss one, for Mandy's birthday, because it will make her laugh."; "I decided to make a welcome home banner for my sister - she's coming home from the hospital tomorrow, and it will show her how much I missed her."

5.2.3 c. *Recognizes the value of own and others' contribution to many communities*

May say "I'm helping my little brother with his reading because his teacher says he needs to practice."; "I read to the little kids at the pre-school library night on Wednesdays."; "I'm helping my mom record my great-granny's life story on video, so that we can share her stories of long ago."

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 6 Specific Outcome 5.2.3

Explain how context influences the selection of language and form

Grade 7 Specific Outcome 5.2.3

Select and use context-appropriate language and form to celebrate events and accomplishments

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 6 the student ...

5.2.3 d. *Begins to recognize the value of own contribution to many communities*

May say, "Last year I helped with the canteen and I didn't like it; so I left earlier. I let people down. This year I need to sign up for something that I am going to like and stick to so that I help the team."

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 7 the student ...

5.2.3 c. *Recognizes the value of own contribution to many communities*

May say "I am good at looking after little kids, so I'm going to volunteer to baby-sit for the Grade 6 Authors' Night."; "I'm good at designing posters so I am going to help the Brownies advertise their bake sale."

Celebrate Special Occasions

Grade 8 Specific Outcome 5.2.3

Select and use context-appropriate language and form to participate in public events or traditions

Grade 9 Specific Outcome 5.2.3

Select and use context-appropriate language and form to plan and participate in celebrations

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

By the end of Grade 8 the student ...

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

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

By the end of Grade 9 the student ...

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