

APPENDICES

A. Science SLP Curriculum

Grade 4

Topic A: Waste and Our World

General Learner Expectations

Students will:

4-5 Recognize that human activity can lead to the production of wastes, and identify alternatives for the responsible use and disposal of materials.

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
1. Identify plant and animals wastes, and describe how they are recycled in nature. For example, plant leaves serve as a source of food for soil insects, worms and other creatures. The wastes of these animals may then be further broken down by molds, fungi and bacteria.	-waste -recycle -break down/ decompose -soil -insect -creature -mold -fungi -bacteria	-identifying -describing -sequencing	
2. Identify and classify wastes that result from human activity.	-waste -activity	-identifying -classifying	
3. Describe alternative methods of disposal, and identify possible advantages and disadvantages of each.	-disposal advantages/ disadvantages	-comparing/ contrasting -identifying -describing	-evaluation
4. Distinguish between wastes that are readily biodegradable and those that are not.	-waste biodegradable	-classifying -comparing/contrasting	
5. Compare different kinds of packaging, and infer the relative advantages and disadvantages of that packaging. In evaluating different forms of packaging, students should demonstrate the ability to consider a consumer perspective as well as an environmental perspective	-packaging -consumer -environment	-comparing/contrasting -inferences -pragmatics (perspective-taking)	-evaluation
6. Identify methods of waste disposal currently used within the local community.	-methods -waste -disposal -local -community	-identifying	-personal experience

7. Identify kinds of wastes that may be toxic to people and to the environment.	-toxic -wastes -environment	-classifying	
8. Identify alternative materials and processes that may decrease the amount of waste produced.	-materials -processes -decrease	-identifying	
9. Identify ways in which materials can be reused or recycled, including examples of things that the student has done.	-reuse -recycle	-identifying -describing	-brainstorming -personal experience
10. Develop a flow chart for a consumer product that indicates the source materials, final product, its use and method of disposal.	-flow chart -consumer -product -source -materials -disposal	-cause-effect -describing -sequencing	-hierarchy of organization -using resources
11. Identify actions that individuals and groups can take to minimize the production of wastes, to recycle or reuse wastes and to ensure the safe handling and disposal of wastes.	-waste -recycle -reuse -reduce/ minimize -handling -disposal	-cause-effect -identifying	-brainstorming -personal experience
12. Develop and implement a plan to reduce waste, and monitor what happens over a period of time.	-waste -plan (understanding what a good plan entails) -monitor		-brainstorming -procedure

Topic B: Wheels and Levers

General Learner Expectations

Students will:

4-6 Demonstrate a practical understand of wheels, gears and levers by constructing devices in which energy is transferred to produce motion.

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
1. Explain how rollers can be used to move an object, and demonstrate the use of rollers in a practical situation.	-rollers	-cause-effect -explaining	-procedure
2. Compare the wheel and the roller, and identify examples where each are used.	-wheel -roller	-comparing/ contrasting -identifying	-personal experience
3. Construct devices that use wheels and axles, and demonstrate and describe their use in: <ul style="list-style-type: none"> • model vehicles • pulley systems • gear systems. 	-wheels -axles -model vehicle -pulley system -gear system	-describing -problem-solving	-procedure

4. Construct and explain the operation of a drive system that uses one or more of the following: <ul style="list-style-type: none"> • wheel-to-wheel contact • a belt or elastic • a chain • cogs or gears 	-drive system -belt -elastic -chain -cog -gear	-explaining -problem-solving	-procedure
5. Construct and explain the operation of a drive system that transfers motion from one shaft to a second shaft, where the second shaft is: <ul style="list-style-type: none"> • parallel to the first • at a 90° angle to the first. Students who have achieved this expectation will be aware of changes in speed and direction that result from different ways of linking components.	-drive system -shaft -parallel -angle -speed -direction	-explaining -problem-solving	-procedure
6. Demonstrate ways to use a lever that: <ul style="list-style-type: none"> • applies a small force to create a large force • applies a small movement to create a large movement 	-lever -force	-cause-effect	-procedure
7. Predict how changes in the size of a lever or the position of the fulcrum will affect the forces and movements involved.	-lever -fulcrum	-cause-effect -inferences	

Topic C: Building Devices and Vehicles that Move

General Learner Expectations

Students will:

4-7 Construct a mechanical device for a designated purpose, using materials and design suggestions provided.

4-8 Explore and evaluate variations to the design of a mechanical device, demonstrating that control is an important element in the design and construction of that device

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
1. Design and construct devices and vehicles that move or have moving parts - linkages, wheels and axles	-vehicle -linkage -wheel -axle	-problem-solving	-procedure -brainstorming
2. Use simple forces to power or propel a device; e.g., direct pushes, pulls, cranking mechanisms, moving air, moving water and downhill motion.	-power -propel -crank -mechanism -motion	-inferences	-procedure
3. Design and construct devices and vehicles that employ energy-storing or energy-consuming components that will cause motion; e.g., elastic bands, springs, gravity, wind, moving water.	-vehicle -energy-storing -energy-consuming -motion	-problem-solving -cause-effect	-procedure -brainstorming

Grade 5

Topic A: Electricity and Magnetism

General Learner Expectations

Students will:

5-5 Demonstrate safe methods for the study of magnetism and electricity, identify methods for measurement and control, and apply techniques for evaluating magnetic and electrical properties of materials.

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
1. Recognize and appreciate the potential dangers involved in using sources of electrical currents: <ul style="list-style-type: none"> • understand that household electrical currents are potentially dangerous and not a suitable source for experimentation • understand that small batteries are a relatively safe source of electricity, for experimentation and study, but that care should be taken to avoid short circuits • understand that short circuits may cause wires to heat up, as well as waste the limited amount of energy in batteries. 	-electrical current -battery -electricity -short circuit	-cause-effect -classifying	

2. Describe and demonstrate example activities that show that electricity and magnetism are related: <ul style="list-style-type: none"> • demonstrate that electricity can be used to create magnetism • demonstrate that a moving magnet can be used to generate electricity. 	-electricity -magnetism -magnet	-describing	-procedure
3. Demonstrate and interpret evidence of magnetic fields around magnets and around current-carrying wires, by use of iron filings or by use of one or more compasses.	-magnetic field -current-carrying wire -iron filing -compass	-inferences	-procedure
4. Demonstrate that a continuous loop of conducting material is needed for an uninterrupted flow of current in a circuit.	-continuous loop -conducting material -current -circuit	-cause-effect	-procedure
5. Distinguish electrical conductors - materials that allow electricity to flow through them - from insulators - materials that do not allow electricity to flow through them.	-conductor -electricity -insulator	-classifying	
6. Recognize and demonstrate that some materials, including resistors, are partial conductors of electricity.	-resistor -partial conductor -electricity	-identifying	-procedure
7. Predict the effect of placing an electrical resistance in a simple circuit; e.g., in a circuit with a light bulb or electric motor.	-electrical resistance -simple circuit	-cause-effect -inferences	
8. Recognize that the amount of electricity we use in our homes is measured in kilowatt hours.	-electricity -kilowatt hours	-identifying	
9. Interpret and explain: <ul style="list-style-type: none"> • the reading on a household electrical meter • efficiency labels on electrical appliances. 	-electrical meter -efficiency label	-explaining	
10. Draw and interpret, with guidance, circuit diagrams that include symbols for switches, power sources, resistors, lights and motors.	-circuit diagram -switches -power source -resistor -light -motor	-identifying -sequencing	

Topic B: Mechanisms Using Electricity

General Learner Expectations

Students will:

5-6 Construct simple circuits, and apply an understand of circuits to the construction and control of motorized devices.

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
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1. Identify example applications of electrical devices in the school and home environment, and classify the kinds of uses. Categories of electrical use may include such things as: heating, lighting, communicating, moving, computing.	-heating -lighting -communicating -moving -computing	-classifying -identifying	-personal experience
2. Design and construct circuits that operate lights and other electrical devices.	-circuit	-problem-solving -sequencing	-procedure -brainstorming
3. Recognize the importance of switches and other control mechanisms to the design and operation of electrical devices, and identify purposes of switches in particular applications.	-switches	-identifying	
4. Construct and use a variety of switches.	-switches	-problem-solving	-procedure
5. Design and construct vehicles or other devices that use a battery-powered electric motor to produce motion; e.g., model cars, hoists, fans.	-vehicle -battery-powered electric motor -hoist -fan	-problem-solving	-procedure -brainstorming
6. Design and construct a burglar alarm.	-burglar alarm	-problem solving	-procedure -brainstorming
7. Demonstrate different ways of lighting two lights from a single power source, and compare the results. Students should recognize that wiring two bulbs in series makes both bulbs glow less brightly than if the bulbs are wired in parallel. Students may demonstrate this knowledge operationally and do not need to use terms series and parallel.	-power source	-comparing/contrasting -cause-effect -problem-solving -sequencing	-procedure
8. Demonstrate different ways of using two batteries to light a bulb, and compare the results. Students should recognize that wiring the batteries in series causes the bulb to glow brighter than it would if parallel wiring were used.	-battery	-comparing/contrasting -cause-effect -problem-solving -sequencing	-procedure
9. Given a design task and appropriate materials, invent and construct an electrical device that meets the task requirements.		-inferences -problem-solving	-brainstorming -procedure

Topic C: Classroom Chemistry

General Learner Expectations

Students will:

5-7 Describe the properties and interactions of various household liquids and solids, and interpret their interactions.

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
1. Recognize and identify examples of the following kinds of mixtures: <ul style="list-style-type: none"> • two or more solids; e.g., sand and sugar • a solid and a liquid; e.g., sugar and water • two or more liquids; e.g., milk and tea. 	-solid -liquid	-identifying	
2. Apply and evaluate a variety of techniques for separating different materials.		-problem-solving	-evaluation -procedure
3. Distinguish substances that will dissolve in a liquid from those that will not, and demonstrate a way of recovering a material from a solution.	-dissolve	-classifying -problem-solving	-procedure
4. Demonstrate a procedure for making a crystal.	-crystal		-procedure
5. Recognize that the surface of water has distinctive properties, and describe the interaction of water with other liquids and solids.	-liquid -solid	-identifying -describing	
6. Produce carbon dioxide gas through the interaction of solids and liquids, and demonstrate that it is different from air.	-carbon dioxide gas -solid -liquid		-procedure
7. Distinguish reversible from irreversible changes of materials, and give examples of each.	-reversible -irreversible	-classifying -describing	
8. Recognize and describe evidence of a chemical reaction. Explain how the products of a reaction differ from the original substances.	-chemical reaction -product	-describing -explaining -identifying	
9. Use an indicator to identify a solution as being acidic or basic.	-indicator -solution -acidic -basic	-identifying	-procedure

Topic D: Weather Watch

General Learner Expectations

Students will:

5-8 Observe, describe and interpret weather phenomena; and relate weather to the heating and cooling of Earth's surface.

5-9 Investigate relationships between weather phenomena and human activity.

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
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1. Predict where, within a given indoor or outdoor environment, one is likely to find the warmest and coolest temperatures.	-temperature	-inferences	-personal experience
2. Describe patterns of air movement, in indoor and outdoor environments, that result when one area is warm and another area is cool.	-patterns of air movement	-cause-effect -describing	
3. Describe and demonstrate methods for measuring wind speed and for finding wind direction.	-wind speed -wind direction	-describing	-procedure
4. Describe evidence that air contains moisture and that dew and other forms of precipitation come from moisture in the air.	-moisture -dew -precipitation	-cause-effect -explaining	
5. Describe and measure different forms of precipitation, in particular, rain, hail, sleet, snow.	-rain -hail -sleet -snow	-describing	-procedure
6. Measure at least four different kinds of weather phenomena. Either student-constructed or standard instruments may be used.	-weather phenomena		-procedure
7. Record weather over a period of time.		-identifying	
8. Identify some common types of clouds, and relate them to weather patterns.	-types of clouds	-identifying inferences	
9. Describe the effects of the Sun's energy on daily and seasonal changes in temperature - 24-hour and yearly cycles of change.	-sun energy -season	-describing -cause-effect	
10. Recognize that weather systems are generated because different surfaces on the face of Earth retain and release heat at different rates.	-weather systems	-cause-effect -identifying	
11. Understand that climate refers to long term weather trends in a particular region and that climate varies throughout the world.	-climate -weather trends	-identifying	
12. Recognize that human actions can affect climate, and identify human actions that have been linked to the greenhouse effect.	-climate -greenhouse effect	-cause-effect -identifying	-personal experience
13. Appreciate how important it is to be able to forecast weather and to have suitable clothing or shelter to endure various types of weather.	-weather forecast	-cause-effect -inferences	-personal experiences
14. Test fabrics and clothing designs to choose those with characteristics that most effectively meet the challenges of particular weather conditions; e.g., water resistance, wind resistance, protection from cold.	-water resistant -wind resistant	-comparing/contrasting	

Topic E: Wetland Ecosystems

General Learner Expectations

Students will:

5-10 Describe the living and nonliving components of a wetland ecosystem and the interactions within and among them.

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
1. Recognize and describe one or more examples of wetland ecosystems found in the local area; e.g., pond, slough, marsh, bog, fen.	-wetland ecosystem -pond -slough -marsh -bog -fen	-describing -identifying	-personal experience
2. Understand that a wetland ecosystem involves interactions between living and nonliving things, both in and around the water.	-wetland ecosystem	-cause-effect	
3. Identify some plants and animals found at a wetland site, both in and around the water; and describe the life cycles of these plants and animals.	-wetland -life cycle	-describing -identifying	
4. Identify and describe adaptations that make certain plants and animals suited for life in a wetland.	-adaptation -wetland	-describing -identifying	
5. Understand and appreciate that all animals and plants, not just the large ones, have an important role in a wetland community.	-wetland	-cause-effect	
6. Identify the roles of different organisms in the food web of a pond: • producers - green plants that make their own food, using sunlight • consumers - animals that eat living plants and/or animals • decomposers - organisms, such as molds, fungi, insects and worms, that reuse and recycle materials that were formerly living.	-organisms -food web -producers -consumers -decomposers -molds -fungi -reuse -recycle	-classifying	
7. Draw diagrams of food chains and food webs, and interpret such diagrams.	-food chain -food web	-inferences -sequencing	-hierarchy of organization
8. Recognize that some aquatic animals use oxygen from air and others from water, and identify examples and adaptations of each.	-aquatic animals -oxygen	-classifying -identifying	
9. Identify human actions that can threaten the abundance or survival of living things in wetland ecosystems; e.g., adding pollutants, changing the flow of water, trapping or hunting pond wildlife.	-wetland ecosystem -pollutant -wildlife	-cause-effect -identifying	
10. Identify individual and group actions that can be taken to preserve and enhance wetland habitats.	-wetland habitat	-cause-effect -identifying	

11. Recognize that changes in part of an environment have effects on the whole environment.		-cause-effect	
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Grade 6

Topic A: Air and Aerodynamics

General Learner Expectations

Students will:

6-5 Describe properties of air and the interactions of air with objects in flight

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
1. Provide evidence that air takes up space and exerts pressure, and identify examples of these properties in everyday applications.	-pressure	-explaining -identifying	
2. Provide evidence that air is a fluid and is capable of being compressed, and identify examples of these properties in everyday applications.	-fluid -compression	-explaining -identifying	
3. Describe and demonstrate instances in which air movement across a surface results in lift - Bernoulli's principle.	-Bernoulli's principle	-cause-effect -describing	-procedure
4. Recognize that in order for devices or living things to fly, they must have sufficient lift to overcome the downward force of gravity.	-lift -gravity	-cause-effect	
5. Identify adaptations that enable birds and insects to fly.		-identifying	
6. Describe the means of propulsion for flying animals and for aircraft.	-means of propulsion	-describing	
7. Recognize that streamlining reduces drag, and predict the effects of specific design changes on the drag of a model aircraft or aircraft components.	-streamlining -drag	-cause-effect -inferences	
8. Recognize that air is composed of different gases, and identify evidence for different gases. Example evidence might include: effects on flames, the "using up" of a particular gas by burning or rusting, animals needs for air exchange.	-gases -burning -rusting	-explaining -cause-effect	

Topic B: Flight

General Learner Expectations

Students will:

6-6 Construct devices that move through air, and identify adaptations for controlling flight.

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
1. Conduct tests of a model parachute design, and identify design changes to improve the effectiveness of the design.	-parachute	-cause-effect -problem-solving	-procedure
2. Describe the design of a hot-air balloon and the principles by which its rising and falling are controlled.	-hot-air balloon	-describing -explaining	
3. Conduct tests of glider designs; and modify a design so that a glider will go further, stay up longer or fly in a desired way; e.g., fly in a loop, turn to the right.	-glider	-cause-effect -problem-solving	-procedure
4. Recognize the importance of stability and control to aircraft flight; and design, construct and test control surfaces.	-aircraft	-describing -problem-solving	-procedure -brainstorming
5. Apply the appropriate vocabulary in referring to control surfaces and major components of an aircraft. This vocabulary should include: wing, fuselage, vertical and horizontal stabilizers, elevators, ailerons, rudder.	-aircraft -wing -fuselage -vertical and horizontal stabilizers -elevators -ailerons -rudder		
6. Construct and test propellers and other devices for propelling a model aircraft.	-propeller -aircraft	-problem-solving	-procedure
7. Describe differences in design between aircraft and spacecraft, and identify reasons for the design differences.	-aircraft -spacecraft	-comparing/contrasting -describing -explaining	

Topic C: Sky Science

General Learner Expectations

Students will:

6-7 Observe, describe and interpret the movement of objects in the sky; and identify patterns and order in these movements.

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
1. Recognize that the Sun and stars emit the light by which they are seen and that most other bodies in space, including Earth's Moon, planets and their moons, comets, and asteroids, are seen by reflected light.	-earth's moon -planets -comets -asteroids	-classifying	
2. Describe the location and movement of individual stars and groups of stars (constellations) as they move through the night sky.	-constellations	-describing	
3. Recognize that the apparent movement of objects in the night sky is regular and predictable, and explain how this apparent movement is related to Earth's rotation.	-Earth's rotation	-explaining	
4. Understand that the Sun should never be viewed directly, nor by use of simple telescopes or filters, and that safe viewing requires appropriate methods and safety precautions.	-telescope -filters	-cause-effect -identifying	
5. Construct and use a device for plotting the apparent movement of the Sun over the course of a day; e.g., construct and use a sundial or shadow stick	-sundial -shadow stick	-problem-solving	-procedure
6. Describe seasonal changes in the length of the day and night and in the angle of the Sun above the horizon.	-horizon	-describing -sequencing	-personal experience
7. Recognize that the Moon's phases are regular and predictable, and describe the cycle of its phases.	-phases of the moon	-describing -sequencing	
8. Illustrate the phases of the Moon in drawings and by using improvised models. An improvised model might involve such things as a table lamp and a sponge ball.	-phases of the moon	-describing -inferences -sequencing	
9. Recognize that the other eight known planets, which revolve around the Sun, have characteristics and surface conditions that are different from Earth; and identify examples of those differences.	-surface conditions	-comparing/contrasting -identifying	
10. Recognize that not only Earth, but other planets, have moons; and identify examples of similarities and differences in the characteristics of those moons.		-comparing/contrasting	
11. Identify technologies and procedures by which knowledge, about planets and other objects in the night sky, has been gathered.		-identifying	

12. Understand that Earth, the Sun and the Moon are part of a solar system that occupies only a tiny part of the known universe.	-solar system -universe	-identifying	
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Topic D: Evidence and Investigation

General Learner Expectations

Students will:

6-8 Apply observation and inference skills to recognize and interpret patterns and to distinguish a specific pattern from a group of similar patterns.

6-9 Apply knowledge of the properties and interactions of materials to the investigation and identification of a materials to the investigation and identification of a material sample.

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
1. Recognize evidence of recent human activity, and recognize evidence of animal activity in a natural outdoor setting.		-inferences	-personal experience
2. Observe a set of footprints, and infer the direction and speed of travel.	-footprints	-inferences	
3. Recognize that evidence found at the scene of an activity may have unique characteristics that allow an investigator to make inferences about participants and the nature of the activity, and give examples of how specific evidence may be used.	-scene -investigator	-describing -explaining -inferences	
Investigate evidence and link it to a possible source; e.g., by: <ul style="list-style-type: none"> • classifying footprints, tire prints and soil samples from a variety of locations • analyzing the ink from different pens, using paper chromatography • analyzing handwriting samples to identify the handwriting of a specific person • comparing samples of fabric • classifying fingerprints collected from a variety of surfaces. 	-evidence -source -footprints -tire prints -soil samples -paper -chromatography -handwriting -fingerprints	-classifying -comparing/contrasting -inferences -problem-solving	

Topic E: Trees and Forests

General Learner Expectations

Students will:

6-10 Describe characteristics of trees and the interaction of trees with other living things in the local environment

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
1. Identify reasons why trees and forests are valued. Students meeting this expectation should be aware that forests serve as habitat for a variety of living things and are important to human needs for recreation, for raw materials and for a life-supporting environment.	-forests -habitat -recreation -raw materials -life-supporting environment	-classifying -describing -explaining	-brainstorming -personal experience -evaluation
2. Describe kinds of plants and animals found living on, under and among trees; and identify how trees affect and are affected by those living things.		-cause-effect -describing	-personal experience
3. Describe the role of trees in nutrient cycles and in the production of oxygen.	-nutrient cycles -oxygen	-cause-effect -explaining -sequencing	
4. Identify general characteristics that distinguish trees from other plants, and characteristics that distinguish deciduous from coniferous trees.	-deciduous trees -coniferous trees	-classifying -identifying	
5. Identify characteristics of at least four trees found in the local environment. Students should be familiar with at least two deciduous trees and two coniferous trees. Examples should include native species, such as spruce, birch, poplar, and pine and cultivated species, such as elm and crab apple.	-deciduous trees -coniferous trees -spruce -birch -poplar -pine -elm -crab apple	-describing	-personal experience
6. Describe and classify leaf shapes, leaf arrangements, branching patterns and the overall form of a tree.	-branching patterns	-classifying -describing	
7. Interpret the growth pattern of a young tree, distinguishing this year's growth from that of the previous year and from the year before that. Students meeting this expectation should recognize differences in colouration and texture of new growth and old growth, and locate scars that separate old and new growth.	-growth pattern -colouration -texture -scars -old and new growth	-comparing/contrasting -inferences (link between physical characteristics and age) -sequencing -identifying	
8. Identify human uses of forests, and compare modern and historical patterns of use.	-modern use -historical use	-identifying -comparing/contrasting	
9. Identify human actions that enhance or threaten the existence of forests.		-cause-effect -identifying	
10. Identify an issue regarding forest use, identify different perspectives on that issue, and identify actions that might be taken.	-perspective	-identifying -pragmatics (perspective taking)	

		-problem-solving	
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B. Social Studies SLP Curriculum

Grade 4

Guide to Notation Used in the Social Studies Charts:

- the curriculum lists a series of sub-outcomes below each specific outcome. Superscripts have been used in the charts for both specific outcomes and sub-outcomes to code language and other skills that are embedded in these outcomes.
- If there are any superscripts attached to the specific outcomes, one can look at the “Language Skills” and “Other Skills” columns to match that superscript number. *It is assumed that this skill is also needed for the entire section (all sub-outcomes beneath it) to avoid repetition in the charts.*
- As an example, please refer to the first specific outcome:
 - 1. value¹ Alberta’s physical geography and natural environment:**

There is a superscript (1) above the word “value” because according to the glossaries, this “value” piece in the specific outcome requires the student to use “evaluation”. Accordingly, “evaluation” under “Other Skills” also has the superscript (1).
- This also means all sub-outcomes below that specific outcomes, also require that “evaluation” skill. If a sub-outcome has additional superscripts it is because that sub-outcome has additional “Language Skills” or “Other Skills” embedded in that task.
 - Under the “Other Skill” column, ‘decontextualized’ encompasses many, if not all, outcomes in the curriculum and thus, will not be superscripted but just listed under the “Other Skill” column in the chart.

4.1 ALBERTA: A SENSE OF THE LAND

General Outcome

Students will demonstrate an understanding and appreciation of how elements of physical geography, climate, geology and paleontology are integral to the landscapes and environment of Alberta.

Specific Outcomes:

VALUES AND ATTITUDES

Students will:	Key Vocabulary:	Language Skills:	Other Skill:
1. value ¹ Alberta’s physical geography and natural environment: <ul style="list-style-type: none"> ● appreciate the diversity of elements pertaining to geography, climate, geology and paleontology in Alberta (LPP)² ● appreciate how Alberta’s fossil heritage contributes to the province’s unique character (LPP)³ 	-diversity -physical geography -natural environment -climate -geology -paleontology -fossil	-classifying ² -inferences ^{3,4} -pragmatics ^{3,5} -pragmatics (perspective-taking) ⁴ -cause-effect ^{4,5}	-decontextualized -evaluation ¹ -personal experience ^{4,5}

<ul style="list-style-type: none"> ● appreciate the variety and abundance of natural resources in Alberta (ER,LPP) ● appreciate the environmental significance of national and provincial parks and protected areas in Alberta (ER, LPP) ● appreciate how land sustains communities and quality of life (ER, LPP)⁴ ● demonstrate care and concern for the environment through their choices and actions (LPP)⁵ 	<ul style="list-style-type: none"> -heritage -character -sustainability -quality of life -natural resources -national parks -provincial parks -protected areas -environmental significance 		
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KNOWLEDGE AND UNDERSTANDING

Students will:	Key Vocabulary:	Language Skills:	Other Skill:
<p>2. examine, critically¹, the physical geography of Alberta by exploring² and reflecting³ upon the following questions⁴ and issues:</p> <ul style="list-style-type: none"> ● Where is Alberta located in relation to the other provinces and territories of Canada (LPP)⁵ ● What are the major geographical and natural vegetation regions, landforms and bodies of water in Alberta (e.g, prairie region, forests, rivers, hoodoos, Rocky Mountains, oil sands)? (LPP)⁶ ● What are the factors that determine climate in the diverse regions of Alberta (e.g., latitude, mountains)? (LPP)⁷ ● What are the significant natural resources in Alberta, and where are they located (e.g., mineral deposits, coal, natural gas and oil, forests)? (ER, LPP) ● How are Alberta's provincial parks and protected areas and the national parks in Alberta important to the sustainability of Alberta's natural environment? (ER, LPP)⁸ 	<ul style="list-style-type: none"> -provinces -territories -natural vegetation -geography/ geographical -landforms -bodies of water -climate -diversity -sustainability -natural resources -provincial parks -national parks -protected areas -natural environment 	<ul style="list-style-type: none"> -text structures² -explaining³ -questions⁴ -comparing/ contrasting⁵ -classifying⁶ -cause-effect^{7,8} 	<ul style="list-style-type: none"> -decontextualized -evaluation¹
<p>3. examine, critically¹, how geology and paleontology contribute to knowledge of Alberta's physical geography by exploring² and reflecting³ upon the following questions⁴ and issues:</p> <ul style="list-style-type: none"> ● How did archeologists and paleontologists discover the presence of dinosaurs in Alberta? (LPP, TCC)⁵ ● What geological features make Alberta unique (e.g., hoodoos, Rocky Mountains, foothills, oil sands)? (LPP, ER)⁶ 	<ul style="list-style-type: none"> -geology and geological features -paleontology -archeologists -dinosaurs -physical geography -unique 	<ul style="list-style-type: none"> -text structures² -explaining³ -questions⁴ -cause-effect⁵ -classifying⁶ 	<ul style="list-style-type: none"> -decontextualized -evaluation¹

<p>4. analyze how Albertans interact with their environment by exploring¹ and reflecting² upon the following questions³ and issues:</p> <ul style="list-style-type: none"> ● In what ways do the physical geography and natural resources of a region determine the establishment of communities? (LPP)⁴ ● How are natural resources used by Albertans (i.e., agriculture, oil and natural gas, forests, coal)? (ER, LPP) ● How do Albertans deal with competing demands on land use (e.g., conservation, solar and wind power, recreation, agriculture, oil exploration, forestry)? (ER, LPP)⁵ ● In what ways does the Royal Tyrrell Museum contribute to scientific knowledge regarding Alberta's fossil heritage? (ER, LPP, TCC)⁶ ● How can ownership of a discovered artifact be determined? (C, ER, PADM)⁷ ● Whose responsibility should it be to ensure the preservation of national parks, provincial parks and protected areas in Alberta? (C, LPP, PADM)⁸ 	<ul style="list-style-type: none"> -natural resources -physical geography -establishment -competing demands -fossil -heritage -scientific knowledge -artifact -preservation -national parks -provincial parks -protected areas 	<ul style="list-style-type: none"> -text structures¹ -explaining² -questions³ -cause-effect⁴ -problem solving⁵ -inferences⁶ 	<ul style="list-style-type: none"> -decontextualized -evaluation^{7,8}
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4.2 The Stories, Histories and Peoples of Alberta

General Outcome

Students will demonstrate an understanding and appreciation of the role of stories, history and culture in strengthening communities and contributing to identity and a sense of belonging.

Stories: Stories provide a vital opportunity to bring history to life. Through stories, people share information, values and attitudes about history, culture and heritage. Stories are communicated through legends, myths, creation stories, narratives, oral traditions, songs, music, dance, literature, visual and dramatic arts, traditions, and celebrations. They can include or be supported by biographies, autobiographies, archives, news items, novels or short stories.

In social studies, stories provide students with opportunities to understand the dynamics of peoples, cultures, places, issues and events that are integral to Alberta's history and to contemporary society.

Specific Outcomes:

VALUES AND ATTITUDES

Students will:	Key Vocabulary:	Language Skills:	Other Skill:
<p>1. appreciate¹ how an understanding of Alberta's history, peoples and stories contributes to their own sense of belonging and identity:^{2,3,4,5,6}</p> <ul style="list-style-type: none"> ● recognize how stories of people and events provide multiple perspectives on past and present events (I, TCC)⁷ ● recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history (CC, TCC) ● recognize the presence and influence of diverse Aboriginal peoples as inherent to Alberta's culture and identity (CC, T, TCC)⁸ ● recognize the history of the French language and the vitality of Francophone communities as integral parts of Alberta's heritage (CC, I, TCC) ● recognize British institutions and peoples as integral parts of Alberta's heritage (CC, T, TCC) ● recognize how the diversity of immigrants from Europe and other continents has enriched Alberta's rural and urban communities (CC, I, TCC) ● demonstrate respect for places and objects of historical significance (I, LPP, TCC)⁹ 	<ul style="list-style-type: none"> -belonging -identity -perspectives -oral traditions -narratives -stories -valid source -knowledge -influence -diversity -Francophone/French -Aboriginal -British/Europe -inherent -vitality -heritage -integral -immigrants -institutions -enriched -urban -rural -historical significance 	<ul style="list-style-type: none"> -sequencing² -text structures³ -pragmatics (perspective-taking)⁴ -inferences⁵ -cause-effect^{7,8} -pragmatics⁹ 	<ul style="list-style-type: none"> -decontextualized -evaluation¹ -reflection⁶

KNOWLEDGE AND UNDERSTANDING

Students will:	Key Vocabulary:	Language Skills:	Other Skill:
<p>2. assess, critically¹, how the cultural and linguistic heritage² and diversity of Alberta has evolved^{3,4} over time by exploring⁵ and reflecting⁶ upon the following questions⁷ and issues:</p> <ul style="list-style-type: none"> ● Which First Nations originally inhabited the different areas of the province? (CC, LPP, TCC) ● How is the diversity of Aboriginal peoples reflected in the number of languages spoken? (CC, I, LPP) ● What do the stories of Aboriginal people tell us about their beliefs regarding the relationship between people and the land? (TCC) ● What movement or migration within Canada contributed to the populating of Alberta? (LPP, TCC)⁸ ● In what ways did Francophones establish their roots in urban and rural Alberta (i.e., voyageurs, missionary work, founding 	<ul style="list-style-type: none"> -cultural -linguistic -heritage -evolved -inhabited -First Nations -diversity -Aboriginal -stories -beliefs -migration/movement -contributed -populating -Francophone -roots -identity -Metis Nation -settlements -European 	<ul style="list-style-type: none"> -pragmatics² -sequencing³ -inferences⁴ -text structures⁵ -explaining⁶ -questions⁷ -cause-effect^{8,9,10,11} 	<ul style="list-style-type: none"> -decontextualized -evaluation¹

<p>institutions, media, politics, commerce)? (CC, I, LPP, TCC)</p> <ul style="list-style-type: none"> ● How did the Metis Nation and Metis settlements contribute to Alberta's identity (i.e., North West Mounted Police, schools, lieutenant-governor, Assembly of the Northwest Territories)? (GC, I, PADM, TCC)⁹ ● How did European immigration contribute to the establishment of communities in Alberta in the late 19th century and early 20th century? (CC, GC, I, TCC)¹⁰ ● How did the arrival of diverse groups of people determine the establishment and continued growth of rural and urban communities? (CC, GC, LPP)¹¹ ● How are agriculture and the establishment of communities interconnected? (ER, LPP) 	<ul style="list-style-type: none"> -immigration -establishment -19th century -20th century -agriculture -interconnected -rural -urban 		
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4.3 The Stories, Histories and Peoples of Alberta

General Outcome

Students will demonstrate an understanding and appreciation of how Alberta has grown and changed culturally, economically and socially since 1905.

Specific Outcomes:

VALUES AND ATTITUDES

Students will:	Key Vocabulary:	Language Skills:	Other Skill:
<p>1. appreciate¹ the factors contributing² to quality of life³ in Alberta:</p> <ul style="list-style-type: none"> ● value and respect their own and other cultural identities (C, I)⁴ ● demonstrate respect for the rights, opinions and perspectives of others (C, I) ● demonstrate the respect for the cultural and linguistic diversity in Alberta (C, I) ● recognize global affiliations within the Alberta Francophonie (GC) ● appreciate the influence of the natural environment and resources on the growth and development of Alberta (ER, LPP)⁵ ● value and respect their relationships with the environment (C, ER, LPP) 	<ul style="list-style-type: none"> -cultural -identity -rights -opinions -quality of life -perspectives -respect -global affiliations -Francophonie -linguistic -diversity -natural environment -influence -natural resources -development -value -relationships 	<ul style="list-style-type: none"> -inferences² -pragmatics (perspective-taking)³ -pragmatics⁴ -cause-effect⁵ 	<ul style="list-style-type: none"> -decontextualized -evaluation^{1,3} -personal experience³

KNOWLEDGE AND UNDERSTANDING

Students will:	Key Vocabulary:	Language Skills:	Other Skill:
<p>2. assess, critically¹, the challenges and opportunities that Alberta has faced in its growth and development by exploring² and reflecting³ upon the following questions⁴ and issues:</p> <ul style="list-style-type: none"> ● What led to Alberta's joining Confederation? (TCC, PADM)⁵ ● What key events have impacted the economy of Alberta (i.e., drought of the 1930s, discovery of oil)? (ER, LPP, TCC)⁶ ● In what ways have occupations and commerce been affected by geography, climate and natural resources in Alberta (i.e., forestry, agriculture, aviation, seasonal activities, tourism)? (ER, LPP, TCC)⁷ 	<ul style="list-style-type: none"> -challenges -opportunities -development -Confederation -impacted/ affected -economy -occupations -commerce -geography -climate -natural resources 	<ul style="list-style-type: none"> -text structures² -explaining³ -questions⁴ -sequencing⁵ -cause-effect^{5,6,7} -summarizing⁶ -inferences^{6,7} 	<ul style="list-style-type: none"> -decontextualized -evaluation¹
<p>3. examine, critically¹, Alberta's changing cultural and social dynamic² by exploring³ and reflecting⁴ upon the following questions⁵ and issues:</p> <ul style="list-style-type: none"> ● In what ways has Alberta changed demographically since 1905 (i.e., population distribution in rural and urban areas, arrival of diverse ethnic groups, languages spoken)? (CC, I, LPP, TCC)⁶ ● In what ways have Aboriginal peoples and communities changed over time? (CC, I, GC, LPP)⁷ ● How has the Alberta Francophonie become increasingly multicultural? (CC, I, GC)⁸ ● How do buildings, historic sites and institutions reflect the establishment and cultural diversity of communities in Alberta (i.e., Glenbow Museum, Royal Alberta Museum, Head-Smashed-In Buffalo Jump, Writing-on-Stone Provincial Park, Father Lacombe Chapel Provincial Historic Site, Ukrainian Cultural Heritage Village)? (CC, I, LPP, TCC)⁹ ● How do the names of geographic places reflect the origins of the people who inhabited, discovered or developed communities in these places? (CC, I, LPP, TCC)¹⁰ ● In what ways have music, art, narratives and literature contributed to the vitality of the culture, language and identity of diverse Alberta communities over time? (I, CC, LPP, TCC)¹¹ ● How does the living in a particular community, region or province help shape individual and collective identity? (CC, I, LPP)¹² 	<ul style="list-style-type: none"> -cultural -social -dynamic -demographically -Aboriginal -Francophone -increasingly -multicultural -historic sites -institutions -establishment -geographic -reflect -origin -inhabited -discovered -developed -narratives -literature -individual -identity -diversity -collective -contributed -vitality -community v.s. region v.s. province 	<ul style="list-style-type: none"> -pragmatics² -text structures³ -explaining⁴ -questions⁵ -comparing/ contrasting^{6,7} -sequencing⁷ -inferences^{8,9,10,11,12} -morphological awareness (semantic)⁹ 	<ul style="list-style-type: none"> -decontextualized -evaluation¹

<p>4. examine recreation and tourism in Alberta by exploring¹ and reflecting² upon the following questions³ and issues:</p> <ul style="list-style-type: none"> ● How do recreational sites and activities reflect Alberta’s heritage and strengthen communities (e.g., festivals, fairs, celebrations, rodeos)? (C, CC, I,ER)⁴ ● How do physical geography and climate affect seasonal activities throughout Alberta? (ER, LPP)⁵ ● To what extent do recreation and tourism foster appreciation of Alberta’s regions and environment? (ER, LPP)⁶ ● In what ways do interest concerning tourism and the natural environment conflict? (ER, LPP)⁷ 	<ul style="list-style-type: none"> -recreation -tourism -heritage -activity -communities -tourism -foster -appreciation -physical geography -seasonal -climate -reflect -interest -conflict -affect -regions -natural environment 	<ul style="list-style-type: none"> -text structures¹ -explaining² -questions³ -pragmatics⁴ --inferences^{4,6,7} -cause-effect⁵ 	<ul style="list-style-type: none"> -decontextualized -personal experience⁴ -evaluation^{4,6,7}
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Grade 5

5.1 PHYSICAL GEOGRAPHY OF CANADA

General Outcome

Students will demonstrate an understanding and appreciation of how the physical geography and natural resources of Canada affect the quality of life of all Canadians.

Specific Outcomes:

VALUES AND ATTITUDES

Students will:	Key Vocabulary:	Language Skills:	Other Skill:
<p>1. value Canada’s physical geography and natural environment:</p> <ul style="list-style-type: none"> • appreciate the variety and abundance of natural resources in Canada (ER, LPP)¹ • appreciate the diversity of geographic phenomena in Canada (LPP)² • appreciate the environment significance of national parks and protected areas in Canada (ER, LPP)³ • appreciate how the land sustains communities and the diverse ways that people have of living with the land (LPP)⁴ • appreciate the influence of the natural environment on the growth and development of Canada (LPP)⁵ 	<ul style="list-style-type: none"> -natural resources -national parks -protected areas -sustenance -vastness 	<ul style="list-style-type: none"> -cause-effect^{4,5,6} -pragmatics⁶ 	<ul style="list-style-type: none"> -evaluation^{1,2,3,4,5,7}

<ul style="list-style-type: none"> demonstrate care and concern for the environment through their choices and actions (GC, LPP)⁶ appreciate the geographic vastness of Canada (LPP)⁷ 			
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KNOWLEDGE AND UNDERSTANDING

Students will:	Key Vocabulary:	Language Skills:	Other Skill:
<p>2. examine, critically, the physical geography of Canada by exploring¹ and reflecting² upon the following questions³ and issues:</p> <ul style="list-style-type: none"> What are the major geographical regions, landforms and bodies of water in Canada? (LPP)⁴ How do landforms, bodies of water and natural resources affect the quality of life in Canada? (LPP)⁵ How have natural disasters and severe weather been part of Canada's physical geography? (LPP, TCC)⁶ What are the differences and similarities among the geographical regions of Canada? (LPP)⁷ What are the factors that determine climate in the diverse geographical regions of Canada (e.g., latitude, water, mountains)? (LPP)⁸ How are Canada's national parks and protected areas important to the sustainability of Canada's natural environment? (ER, LPP)⁹ 	<ul style="list-style-type: none"> -geographical regions -landforms -bodies of water -quality of life -natural disasters -physical geography -sustainability -natural environment 	<ul style="list-style-type: none"> -text structures¹ -explaining² -questions³ -classifying⁴ -pragmatics⁵ -inferences⁵ -cause-effect^{5,6,8} -comparing/contrasting⁷ 	<ul style="list-style-type: none"> -evaluation⁹
<p>3. analyze how people in Canada interact with the environment by exploring¹ and reflecting² upon the following questions³ and issues:</p> <ul style="list-style-type: none"> In what ways do natural resources and the physical geography of a region determine the establishment of communities? (ER, LPP)⁴ How are natural resources used, exchanged and conserved in Canada? (ER, LPP) Whose responsibility should it be to ensure the preservation of Canada's national parks and protected areas? (C, ER, LPP)⁵ 	<ul style="list-style-type: none"> -natural resources -physical geography -establishment -natural resources -conserved -preservation -national parks -protected areas 	<ul style="list-style-type: none"> -text structures¹ -explaining² -questions³ -cause-effect⁴ 	<ul style="list-style-type: none"> -evaluation⁵

5.2 HISTORIES AND STORIES OF WAYS OF LIFE IN CANADA

General Outcome

Students will demonstrate an understanding of the people and the stories of Canada and their ways of life over time, and appreciate the diversity of Canada's heritage.

Stories: Stories provide a vital opportunity to bring history to life. Through stories, people share information, values and attitudes about history, culture and heritage. Stories are communicated through legends, myths, creation stories, narratives, oral traditions, songs, music, dance, literature, visual and dramatic arts, traditions and celebrations. They can include or be supported by biographies, autobiographies, archives, news items, novels or short stories.

In social studies, stories provide students with opportunities to understand the dynamics of peoples, cultures, places, issues and events that are integral to Canada’s history and contemporary society.

Specific Outcomes:

VALUES AND ATTITUDES

Students will:	Key Vocabulary:	Language Skills	Other Skill:
1. appreciate ¹ the complexity of identity in the Canadian context: <ul style="list-style-type: none"> recognize how an understanding of Canadian history and the stories of its peoples contributes to their sense of identity (I, TCC)² acknowledge oral traditions, narratives and stories as valid sources of knowledge about land and diverse Aboriginal cultures and history (CC, I, TCC)³ acknowledge the roots of Francophone identity and presence in Canada (CC, I, TCC)⁴ acknowledge the British influence and presence in Canada (CC, I, TCC)⁵ acknowledge the contributions made by diverse cultural groups to the evolution of Canada (CC, I, TCC)⁶ recognize how changes in society can affect identity (CC, I)⁷ 	-oral traditions -Aboriginal -roots -Francophone -evolution -society	-inferences ^{2,6} -pragmatics ^{2,4,7} -text structures ³ -cause-effect ^{5,7} -sequencing ⁶	-evaluation ¹

KNOWLEDGE AND UNDERSTANDING

Students will:	Key Vocabulary:	Language Skills:	Other Skill:
2. examine, critically, the ways of life of Aboriginal people in Canada by exploring ¹ and reflecting ² upon the following questions ³ and issues: <ul style="list-style-type: none"> What do the stories of First Nations, Metis and Inuit peoples tell us about their beliefs 	-First Nations -Metis -Inuit -Aboriginal -natural environment	-text structures ¹ -explaining ² -questions ³ -pragmatics ^{4,7,8} -inferences ^{4,8}	-evaluation ^{5,7}

<p>regarding the relationship between people and the land? (I, CC, TCC, LPP)⁴</p> <ul style="list-style-type: none"> • How are the Aboriginal cultures and ways of life unique in each of the western, northern, central and eastern regions of Canada (I, CC, TCC)⁵ • How were the natural environment and geography of each region of Canada determining factors of the diversity among Aboriginal groups (eg., languages, symbolism)? (LPP, TCC)⁶ • What was the significance of the potlatch to the identity of the Aboriginal peoples of the Northwest Coast? (I, CC, LPP)⁷ • In what ways do anthropology and archaeology contribute to our understanding of First Nations, Metis and Inuit peoples? (CC, LPP, TCC)⁸ 	<ul style="list-style-type: none"> -geography -diversity -potlatch -anthropology -archaeology 	<ul style="list-style-type: none"> -comparing/contrasting⁵ -cause-effect⁶ 	
<p>3. examine, critically, ways of life in New France by exploring¹ and reflecting² upon the following questions³ and issues:</p> <ul style="list-style-type: none"> • How do stories and legends of the coureurs de bois and voyageurs inform us about Francophone history, culture and presence throughout Canada? (I, CC, TCC)⁴ • What do stories about the habitants tell us about Francophone history, culture and presence in Canada? (I, CC, TCC)⁵ 	<ul style="list-style-type: none"> -legends -coureurs de bois -voyageurs -Francophone -habitants 	<ul style="list-style-type: none"> -text structures¹ -explaining² -questions³ -pragmatics^{4,5} 	
<p>3. examine, critically, ways of life of the fur traders by exploring¹ and reflecting² upon the following questions³ and issues:</p> <ul style="list-style-type: none"> • How are the stories of the Metis people, their culture and heritage rooted in the fur trade? (CC, I, TCC)⁴ • How do stories about ways of life in fur trade forts reflect the British influence in Canada? (CC, TCC, PADM)⁵ • What were the main languages spoken by fur traders and their families in the fur trade forts? (I, CC, TCC, ER)⁶ 	<ul style="list-style-type: none"> -Metis -heritage -fur trade -fur trade forts -fur traders 	<ul style="list-style-type: none"> -text structures¹ -explaining² -questions³ -inferences^{4,5} -cause-effect⁵ -identifying⁶ 	
<p>4. examine, critically, ways of life of the United Empire Loyalists by exploring¹ and reflecting² upon the following questions³ and issues:</p> <ul style="list-style-type: none"> • What do stories of the United Empire Loyalists tell us about British culture and presence in Canada? (CC, I, TCC)⁴ • How did the diversity of United Empire Loyalists contribute to Canadian diversity? (I, CC, TCC, LPP)⁵ 	<ul style="list-style-type: none"> -United Empire Loyalists -diversity 	<ul style="list-style-type: none"> -text structures¹ -explaining² -questions³ -pragmatics⁴ -inferences⁵ 	

<p>5. examine, critically, ways of life of immigrants from the British Isles during the Great Migration by exploring¹ and reflecting² upon the following questions³ and issues:</p> <ul style="list-style-type: none"> • What do stories of Irish and Scottish immigrants tell us about their heritage and presence in Canada? (CC, I, TCC)⁴ • What do stories of British peoples tell us about the British history, culture and presence in Canada? (CC, I, TCC)⁵ 	<p>-British Isles -Great Migration -immigrants -heritage</p>	<p>-text structures¹ -explaining² -questions³ -pragmatics^{4,5}</p>	
<p>6. examine, critically, how the North West Mounted Police shaped ways of life in Canada by exploring¹ and reflecting² upon the following questions³ and issues:</p> <ul style="list-style-type: none"> • What do stories of the North West Mounted Police tell us about the settlement and development of western and northern Canada? (LPP, PADM) • How have stories of the North West Mounted Police shaped identity in western and northern Canada? (I, TCC, PADM)⁴ 	<p>-North West Mounted Police -settlement</p>	<p>-text structures¹ -explaining² -questions³ -pragmatics⁴</p>	
<p>7. examine, critically, ways of life of non-European immigrants by exploring and reflecting upon the following questions and issues:</p> <ul style="list-style-type: none"> • How do stories of Chinese immigrants (i.e. railway workers) contribute to an understanding of the development of Canada? (CC, I, TCC)⁴ • What do stories of the Underground Railroad tell us about the history and presence of Black communities in Canada? (CC, I, TCC, LPP)⁵ • How do stories of immigrants from India contribute to an understanding of diversity in Canada? (CC, I)⁶ 	<p>- immigrants -Underground Railroad</p>	<p>-text structures¹ -explaining² -questions³ -inferences^{4,5,6}</p>	
<p>8. examine, critically, how European immigrants shaped ways of life in western Canada by exploring¹ and reflecting² upon the following questions³ and issues:</p> <ul style="list-style-type: none"> • What do stories of immigrants from Ukraine, Poland, Russia and Germany tell us about their history and presence in western Canada? (CC, I, GC, LPP, TCC) • How were European immigrants affected by pressures to conform in western Canada? (C, CC, I, GC, LPP, TCC)⁴ 	<p>-conform -immigrants -pressures</p>	<p>-text structures¹ -explaining² -questions³ -cause-effect⁴</p>	

5.2 SHAPING AN IDENTITY

General Outcome

Students will demonstrate an understanding of the events and factors that have changed the ways of life in Canada over time and appreciate the impact of these changes on citizenship and identity.

Specific Outcomes:

VALUES AND ATTITUDES

Students will:	Key Vocabulary:	Language Skills:	Other Skill:
1. appreciate ¹ how changes impact citizenship and identity: <ul style="list-style-type: none"> recognize how economic and political changes impact ways of life of citizens (C, ER, I, PADM)² recognize the effects of Confederation on citizenship and identity from multiple perspectives (C, I, PADM, TCC)³ recognize the historical significance of French and English as Canada's official languages (C, I, PADM)⁴ 	-economic changes -political changes -citizens -Confederation -citizenship -official languages	-cause-effect ^{2,3} -pragmatics ³	-evaluation ^{1,4}

KNOWLEDGE AND UNDERSTANDING

Students will:	Key Vocabulary:	Language Skills:	Other Skill:
2. assess, critically, the changes that occurred in Canada immediately following Confederation by exploring ¹ and reflecting ² upon the following questions ³ and issues: <ul style="list-style-type: none"> How did John A. MacDonald and George-Etienne Cartier contribute as partners of Confederation? (TCC, PADM)⁴ How did the circumstances surrounding Confederation eventually lead to French and English becoming Canada's two official languages? (I, CC, PADM)⁵ How did the building of Canada's national railway affect the development of Canada? (CC, ER, PADM)⁵ Why were Aboriginal peoples excluded from the negotiations surrounding Confederation? (TCC, PADM)⁶ 	-Confederation -official languages -negotiations -excluded -Aboriginal	-text structures ¹ -explaining ² -questions ³ -inferences ^{4,6} -cause-effect ^{5,6}	

<p>3. assess, critically, how the Famous Five brought about change in Canada by exploring¹ and reflecting² upon the following questions³ and issues:</p> <ul style="list-style-type: none"> • Who were the Famous Five? (LPP, TCC)⁴ • How did they identify the need of change in Canadian laws? (C, I, PADM)⁵ • How did the changes brought on by their actions affect individual rights in Canada? (C, I, PADM)⁶ 	<p>-Famous Five</p>	<p>-text structures¹ -explaining² -questions³ -identifying⁴ -cause-effect⁶</p>	<p>-evaluation⁵</p>
<p>4. assess, critically, how economic booms and crashes affected ways of life in Canada by exploring¹ and reflecting² upon the following questions³ and issues:</p> <ul style="list-style-type: none"> • How did the First World War contribute to the industrialization and urbanization of Canada? (ER, LPP)⁴ • In what ways did the Great Depression of the 1930s affect ways of life in urban and rural communities? (ER, LPP, TCC)⁵ • How did the economic boom immediately following the Second World War affect ways of life in Canada? (CC, ER, TCC)⁶ 	<p>-First World War -industrialization -urbanization -economic booms/crashes -urban -rural -Second World War</p>	<p>-text structures¹ -explaining² -questions³ -inferences⁴ -cause-effect^{4,5,6}</p>	
<p>5. assess, critically, how historical events shaped collective identity in the Canadian context by exploring¹ and reflecting² upon the following questions³ and issues:</p> <ul style="list-style-type: none"> • How was the Statue of Westminster a recognition of Canada as a country? (C, I, TCC)⁴ • How did Lester B. Pearson's initiative within the United Nations contribute to Canada's identity as a peacekeeping country? (GC, I, PADM)⁵ • How did the adoption of the Canadian flag affect collaborative identity within Canada? (I, LPP)⁶ • How was the patriation of the Constitution in 1982 a step toward nationhood? (GC, I, PADM)⁷ • How is the Canadian Charter of Rights and Freedoms a symbol of Canada's emerging identity? (I, PADM)⁸ • What factors led to the creation of Nunavut? (I, CC, LPP, PADM)⁹ 	<p>-collective identity -Statue of Westminster -United Nations -peacekeeping -patriation -nationhood -Canadian Charter of Rights & Freedoms</p>	<p>-text structures¹ -explaining² -questions³ -pragmatics^{4,5,6,8} -cause-effect^{6,9} -inferences^{5,7}</p>	<p>-figurative^{4,8}</p>

GRADE 6

6.1 CITIZENS PARTICIPATING IN DECISION MAKING

General Outcome

Students will demonstrate an understanding and appreciation of the dynamic relationship between governments and citizens as they engage in the democratic process.

Specific Outcomes:

VALUES AND ATTITUDES

Students will:	Key Vocabulary:	Language Skills:	Other Skill:
<p>1. recognize how individuals and governments interact and bring about changes within their local and national communities:</p> <ul style="list-style-type: none"> · recognize and respect the democratic rights of all citizens in Canada (C, I)¹ · value the role of the Canadian Charter of Rights and Freedoms in protecting individual and collective rights and freedoms (I, PADM)² · recognize the influence of historical events and legislation on democratic decision making in Canada (TCC, PADM)³ · value citizens' participation in a democratic society (C)⁴ · value the contributions of elected representatives in the democratic process (PADM)⁵ 	<ul style="list-style-type: none"> -democratic -Canadian Charter of Rights & Freedoms -individual rights/freedoms -collective rights/freedoms -legislation -elected representatives 	<ul style="list-style-type: none"> -pragmatics¹ -cause-effect³ 	<ul style="list-style-type: none"> -evaluation^{2,4,5}

KNOWLEDGE AND UNDERSTANDING

Students will:	Key Vocabulary:	Language Skills:	Other Skill:
<p>2. demonstrate an understanding of the fundamental principles of democracy by exploring¹ and reflecting² upon the following questions³ and issues:</p> <ul style="list-style-type: none"> • What is democracy (i.e. justice, equity, freedoms, representation)? (C, PADM) • What are the similarities and differences between direct and representative democracy? (C, PADM)⁴ • What are the rights and responsibilities of citizens living in a representative democracy? (C, PADM) • How does Canada's justice system help protect your democratic and constitutional rights? (C, PADM)⁵ 	<ul style="list-style-type: none"> -democracy (direct/representative) -democratic rights -constitutional rights 	<ul style="list-style-type: none"> -text structures¹ -explaining² -questions³ -comparing/contrasting⁴ 	<ul style="list-style-type: none"> -reflection/evaluation⁵
<p>3. analyze how the democratic ideals of equity and fairness have influenced legislation in Canada over time by exploring¹ and reflecting² upon the following questions³ and issues:</p>	<ul style="list-style-type: none"> -Canadian Charter of Rights & Freedoms -equity -legislation -collective rights 	<ul style="list-style-type: none"> -text structures¹ -explaining² -questions³ -comparing/contrasting⁴ 	

<ul style="list-style-type: none"> · How does the Canadian Charter of Rights and Freedoms protect the individual rights and freedoms of all Canadians? (I, PADM) · How does the Canadian Charter of Rights and Freedoms protect collective rights in Canada (i.e., Aboriginal rights, the linguistic rights of official language minorities)? (I, PADM) · How do the Treaty of La Grande Paix de Montreal and the Canadian Charter of Rights and Freedoms compare in the way that each addresses individual and collective identity and collective rights? (PADM, TCC, I)⁴ · Why is the Canadian Charter of Rights and Freedoms entrenched in the Canadian Constitution? (C, I, PADM) 	<p>-Treaty of La Grande Paix de Montreal -Canadian Constitution</p>		
<p>4. analyze the structure and functions of local governments in Alberta by exploring¹ and reflecting² upon the following questions³ and issues:</p> <ul style="list-style-type: none"> · How are representatives chosen to form a local government (i.e., electoral process)? (PADM) · What are the responsibilities of local governments (i.e., bylaws, taxes, services)? (PADM) · How are local governments structured differently in rural and urban settings? (PADM)⁴ · What role is played by school boards (i.e., public, separate, Francophone) within local communities? (PADM)⁵ 	<p>-local government -rural -urban -school board</p>	<p>-text structures¹ -explaining² -questions³ -comparing/contrasting⁴ -pragmatics⁵</p>	
<p>5. analyze the structure and functions of Alberta's provincial governments by exploring¹ and reflecting² upon the following questions³ and issues:</p> <ul style="list-style-type: none"> · How is the provincial government structured? (PADM) · What is the role and status of the Lieutenant Governor within the provincial government? (GC, PADM)⁴ · How are the representatives chosen at the provincial level of government (i.e., electoral process)? (PADM) · What are the differences between the responsibilities of a Member of the Legislative Assembly (MLA) and a cabinet minister? (PADM)⁵ 	<p>-provincial government -Lieutenant Governor -Member of the Legislative Assembly -cabinet minister</p>	<p>-text structures¹ -explaining² -questions³ pragmatics⁴ -comparing/contrasting⁵</p>	
<p>6. analyze how individuals, groups and associations within a community impact decision making of local and provincial governments by exploring¹ and reflecting² upon the following questions³ and issues:</p> <ul style="list-style-type: none"> · How can individuals, groups and associations within a community participate in the decision-making process regarding current 		<p>-text structures¹ -explaining² -questions³</p>	<p>-evaluation^{4,5,6}</p>

<p>events of issues (i.e., lobbying, petitioning, organizing and attending local meetings and rallies, contacting elected representatives)? (C, PADM)⁴</p> <ul style="list-style-type: none"> How do associations such as the Association canadienne-française de l' Alberta (ACFA), the Metis Nation of Alberta Association (MNA) and the First Nations Authorities (FNA) provide their members with a voice, at local and provincial levels, exercising historical and constitutional rights? (C, I, PADM)⁵ In what ways do elected officials demonstrate their accountability to the electorate (e.g., respond to constituents, participate in local events, represent and express in government meetings the concerns of constituents)? (C, PADM)⁶ 			
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6.2: HISTORICAL MODELS OF DEMOCRACY: ANCIENT ATHENS AND THE IROQUOIS CONFEDERACY

General Outcome

Students will demonstrate an understanding and appreciation of the democratic principles exemplified by ancient Athens and the Iroquois Confederacy.

Specific Outcomes:

VALUES AND ATTITUDES

Students will:	Key Vocabulary:	Language Skills:	Other Skill:
1. appreciate ¹ the relationship between the values of a society and the model of government adopted within a society (PADM) ²	-democratic -values -diverse	-pragmatics ²	-evaluation ¹
2. value the role of participation by citizens in diverse democratic societies (C, PADM) ¹		-pragmatics ¹	

KNOWLEDGE AND UNDERSTANDING

Students will:	Key Vocabulary:	Language Skills:	Other Skill:
3. analyze the structure and functions of the democratic system in ancient Athens by exploring ¹ and reflecting ² upon the following questions ³ for inquiry: <ul style="list-style-type: none"> How was the government of ancient Athens structured? (PADM) How did the structure of the government in ancient Athens provide opportunities for 	-democratic -ancient Athens -identity -status -class/social/ political structure -citizenship	-text structures ¹ -explaining ² -questions ³ -inferences ⁴ -cause-effect ^{5,6}	-evaluation ⁷

<p>citizens to participate in decision making? (C, PADM)⁴</p> <ul style="list-style-type: none"> • How did identity, status and class structure impact citizenship in ancient Athens? (C, I)⁵ • How did the social structure of ancient Athens impact its political structure? (CC, PADM)⁶ • To what extent were democratic ideals of equity and fairness part of the structure government and society in ancient Athens? (I, PADM)⁷ 	<p>-equity -opportunities</p>		
<p>4. analyze the structure and functions of the Iroquois Confederacy by exploring¹ and reflecting² upon the following questions³ for inquiry:</p> <ul style="list-style-type: none"> • How was the Iroquois Confederacy structured? (PADM) • What was the role and status of women within the Iroquois Confederacy? (I, PADM)⁴ • What are the advantages and disadvantages of consensus as a decision-making model for government? (PADM)⁵ • How did the Six Nations use the consensus-building process? (I, PADM) • How did the social structure of the Iroquois Confederacy impact its political structure? (CC, PADM)⁶ • To what extent did the decision-making process within the Iroquois Confederacy reflect democratic ideals of equity and fairness? (PADM)⁷ 	<p>-Confederacy</p>	<p>-text structures¹ -explaining² -questions³ -pragmatics⁴ -cause-effect⁶</p>	<p>-brainstorming⁵ -evaluation⁷</p>

C. Mathematics SLP Curriculum

Grade 4

NUMBER

General Outcome:

Develop number sense

Specific Outcomes:

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
1. Represent and describe whole numbers to 10 000, pictorially and symbolically. [C, CN, V]	-whole numbers	-describing	
2. Compare and order numbers to 10 000. [C, CN, V]		-comparing/ contrasting -sequencing	
3. Demonstrate an understanding of addition of numbers with answers to 10 000 and their corresponding subtractions (limited to 3- and 4-digit numerals) by: - using personal strategies for adding and subtracting - estimating sums and differences - solving problems involving addition and subtraction [C, CN, ME, PS, R]	-addition -subtraction -estimating -sums -differences -digit -personal strategies	-problem-solving -comprehension monitoring	
4. Apply the properties of 0 and 1 for multiplication and the property of 1 for division. [C, CN, R]	-properties -multiplication -division		
5. Describe and apply mental mathematics strategies, such as: - skip counting from a known fact - using doubling or halving - using doubling or halving and adding or subtracting one more group - using patterns in the 9s facts - using repeated doubling to determine basic multiplication facts to 9×9 and related division facts. [C, CN, ME, R] <i>Understand and apply strategies for multiplication and related division facts to 9×9.</i> <i>Recall multiplication and related division facts to 7×7.</i>	-skip counting -doubling -halving -adding -subtracting -repeated doubling -patterns	-describing -patterning -sequencing -problem-solving -comprehension monitoring	
6. Demonstrate an understanding of multiplication (2- or 3-digit by 1-digit) to solve problems by:	-multiplication -arrays -estimating	-problem solving -comprehension monitoring	

<ul style="list-style-type: none"> - using personal strategies for multiplication with and without concrete materials - using arrays to represent multiplication - connecting concrete representations to symbolic representations - estimating products - applying the distributive property. <p>[C, CN, ME, PS, R, V]</p>	<ul style="list-style-type: none"> -products -distributive property -personal strategies 		
<p>7. Demonstrate an understanding of division (1-digit divisor and up to 2-digit dividend) to solve problems by:</p> <ul style="list-style-type: none"> - using personal strategies for dividing with and without concrete materials - estimating quotients - relating division to multiplication <p>[C, CN, ME, PS, R, V]</p>	<ul style="list-style-type: none"> -division -estimating -quotients -multiplication -personal strategies -“relating” and “concrete” if the teacher chooses to use those words 	<ul style="list-style-type: none"> -comparing/ contrasting -problem solving -comprehension monitoring 	
<p>8. Demonstrate an understanding of fractions less than or equal to one by using concrete, pictorial and symbolic representations to:</p> <ul style="list-style-type: none"> - name and record fractions for the parts of a whole or a set - compare and order fractions - model and explain that for different wholes, two identical fractions may not represent the same quantity - provide examples of where fractions are used <p>[C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> -fractions -parts of a whole -set -less than -equal to -identical 	<ul style="list-style-type: none"> -identifying -comparing/ contrasting -sequencing -explaining 	
<p>9. Represent and describe decimals (tenths and hundredths), concretely, pictorially and symbolically. [C, CN, R, V]</p>	<ul style="list-style-type: none"> -decimals -tenths -hundredths 	<ul style="list-style-type: none"> -describing 	
<p>10. Relate decimals to fractions and fractions to decimals (to hundredths). [C, CN, R, V]</p>	<ul style="list-style-type: none"> -decimals -fractions -hundredths 	<ul style="list-style-type: none"> -comparing/ contrasting 	
<p>11. Demonstrate an understanding of addition and subtraction of decimals (limited to hundredths) by:</p> <ul style="list-style-type: none"> - using personal strategies to determine sums and differences - estimating sums and differences - using mental mathematics strategies <p>to solve problems. [C, ME, PS, R, V]</p>	<ul style="list-style-type: none"> -addition -subtraction -decimals -hundredths -sums -differences -estimating -mental math strategies 	<ul style="list-style-type: none"> -problem solving -comprehension monitoring 	

PATTERNS AND RELATIONS (Patterns)

General Outcome:

Use patterns to describe the world and to solve problems.

Specific Outcomes:

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
1. Identify and describe patterns found in tables and charts. [C, CN, PS, V] [ICT: C6-2.3]	-patterns -table -chart	-identifying -patterning -describing	
2. Translate among different representations of a pattern, such as a table, a chart of concrete materials. [C, CN, V]	-patterns -table -chart	-compare/ contrast -patterning	
3. Represent, describe and extend patterns and relationships, using charts and tables, to solve problems. [C, CN, PS, R, V] [ICT: C6-2.3]	-patterns -table -chart	-describing -patterning	
4. Identify and explain mathematical relationships, using charts and diagrams, to solve problems. [CN, PS, R, V] [ICT: C6-2.3]	-relationship -chart -diagram	-identifying -explaining	

PATTERNS AND RELATIONS (Variables and Equations)

General Outcome:

Represent algebraic expressions in multiple ways.

Specific Outcomes:

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
5. Express a given problem as an equation in which a symbol is used to represent an unknown number. [CN, PS, R]	-problem (in the math sense) -equation -symbol -unknown	-sequencing	-procedure
6. Solve one-step equations involving a symbol to represent an unknown number. [C, CN, PS, R, V]	-problem (in the math sense) -equation -symbol -unknown		-procedure

SHAPE AND SPACE (Measurement)

General Outcome:

Use direct and indirect measurement to solve problems.

Specific Outcomes:

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
1. Read and record time, using digital and analog clocks, including 24-hour clocks. [C, CN, V]	-digital -analog -24-hour clocks	-sequencing	
2. Read and record calendar dates in a variety of formats. [C, V]		-sequencing	
3. Demonstrate an understanding of area of regular and irregular 2-D shapes by: - recognizing that area is measured in square units - selecting and justifying referents for the units cm^2 or m^2 - estimating area, using references for cm^2 or m^2 - determining and recording area (cm^2 or m^2) - constructing different rectangles for a given area (cm^2 or m^2) in order to demonstrate that many different rectangles may have the same area. [C, CN, ME, PS, R, V]	-regular shapes -irregular shapes -area -2 dimensional -squared units -recording -constructing -same/different -estimating - cm^2 - m^2	-identifying -explaining -compare/ contrast -problem solving	

SHAPE AND SPACE (3-D Objects and 2-D Shapes)

General Outcome:

Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

Specific Outcomes:

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
4. Describe and construct right rectangular and right triangular prisms. [C, CN, R, V]	-right angles -right triangular prisms	-describing	

SHAPE AND SPACE (Transformations)

General Outcome:

Describe and analyze position and motion of objects and shapes.

Specific Outcomes:

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:

5. Demonstrate an understanding of congruency, concretely and pictorially. [CN, R, V]	-congruency		
6. Demonstrate an understanding of line symmetry by: - identifying symmetrical 2-D shapes - creating symmetrical 2-D shapes - drawing one or more lines of symmetry in a 2-D shape. [C, CN, V]	-line symmetry/ symmetry/lines of symmetry -2-dimensional	-identifying	

STATISTICS AND PROBABILITY (Data Analysis)

General Outcome:

Collect, display and analyze data to solve problems.

Specific Outcomes:

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
1. Demonstrate an understanding of many-to-one correspondence. [C, R, T, V] [ICT: C6-2.2, C6-2.3]	-many-to-one correspondence		
2. Construct and interpret pictographs and bar graphs involving many-to-one correspondence to draw conclusions. [C, PS, R, V]	-pictographs -bar graph -many-to-one correspondence		-evaluation

Grade 5

NUMBER

General Outcome:

Develop number sense.

Specific Outcomes:

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
1. Represent and describe whole numbers to 1 000 000 [C, CN, V, T] [ICT: C6-2.2]	-whole numbers	-describing	
2. Use estimation strategies, such as: - front-end rounding - compensation	-estimation strategies -front-end rounding -compensation	-problem-solving -comprehension monitoring	

- compatible numbers in problem-solving contexts. [C, CN, ME, PS, R, V]	-compatible numbers		
3. Apply mental mathematics strategies and number properties, such as: - skip counting from a known fact - using doubling or halving - using patterns in the 9s facts - using repeated doubling in order to understand and recall basic multiplication facts (multiplication tables) to 81 and related division facts. [C, CN, ME, R, V] <i>Understand, recall and apply multiplication and related division facts to 9×9.</i>	-properties -skip counting -doubling -halving -repeated doubling	-describing -patterning -sequencing -problem-solving -comprehension monitoring	
4. Apply mental mathematics strategies for multiplication, such as: - annexing then adding zero - halving and doubling - using the distributive property. [C, CN, ME, R, V]	-multiplication -annexing -halving -doubling -distributive property	-problem-solving -comprehension monitoring	
5. Demonstrate, with and without concrete materials, an understanding of multiplication (2-digit by 2-digit) to solve problems. [C, CN, PS, V]	-multiplication		
6. Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit), and interpret remainders to solve problems. [C, CN, ME, PS, R, V]	-division -remainders		-evaluation
7. Demonstrate an understanding of fractions by using concrete, pictorial and symbolic representations to: - create sets of equivalent fractions - compare fractions with like and unlike denominators. [C, CN, PS, R, V]	-fractions -equivalent fractions -denominators	-compare/ contrast	
8. Describe and represent decimals (tenths, hundredths, thousandths), concretely, pictorially and symbolically. [C, CN, PS, R, V]	-decimals -tenths -hundredths -thousandths	-describe	
9. Relate decimals to fractions and fractions to decimals (to thousandths). [CN, R, V]	-decimals -fractions -thousandths	-compare/ contrast	
10. Compare and order decimals (to thousandths) by using: - benchmarks - place value - equivalent decimals. [C, CN, R, V]	-decimals -thousandths -benchmarks -place value -equivalent	-compare/ contrast -sequencing	
11. Demonstrate an understanding of addition and subtraction of decimals (limited	-addition -subtractions		

to thousandths). [C, CN, PS, R, V]	-decimals -thousandths		
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PATTERNS AND RELATIONS (Patterns)

General Outcome:

Use patterns to describe the world and to solve problems.

Specific Outcomes:

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
1. Determine the pattern rule to make predictions about subsequent elements. [C, CN, PS, R, V]	-pattern -predictions	-patterning -sequencing	

PATTERNS AND RELATIONS (Variables and Equations)

General Outcome:

Represent algebraic expressions in multiple ways.

Specific Outcomes:

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
2. Express a given problem as an equation in which a letter variable is used to represent an unknown number (limited to whole numbers). [C, CN, PS, R]	-problem -equation -variable -unknown -whole number	-sequencing	-procedure
6. Solve problems involving single-variable, one-step equations with whole number coefficients and whole number solutions. [C, CN, PS, R]	-problem -single-variable -one-step equations -whole number -coefficients -solutions		-procedure

SHAPE AND SPACE (Measurement)

General Outcome:

Use direct and indirect measurement to solve problems.

Specific Outcomes:

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
1. Identify 90° angles. [ME, V]	-90° angles	-identifying	
2. Design and construct different rectangles, given either perimeter or area, or both (whole numbers), and make generalizations. [C, CN, PS, R, V]	-rectangles -perimeter -area -generalizations	-problem solving	
3. Demonstrate an understanding of measuring length (mm) by: - selecting and justifying referents for the unit mm - modelling and describing the relationship between mm and cm units, and between mm and m units. [C, CN, ME, PS, R, V]	-referents -length -mm -cm -m	-explaining -compare/ contrast	
4. Demonstrate an understanding of volume by: - selecting and justifying referents for cm ³ or m ³ units - estimating volume, using referents for cm ³ or m ³ - measuring and recording volume (cm ³ or m ³) - constructing right rectangular prisms for a given volume. [C, CN, ME, PS, R, V]	-volume -referents -estimating -right rectangular prisms -cm ³ -m ³	-explaining -compare/ contrast	
5. Demonstrate an understanding of capacity by: - describing the relationship between mL and L - selecting and justifying referents for mL or L units - estimating capacity, using referents for mL or L - measuring and recording capacity (mL or L). [C, CN, ME, PS, R, V]	-capacity -relationship -referents -estimating -mL -L	-explaining -compare/ contrast	

SHAPE AND SPACE (3-D Objects and 2-D Shapes)

General Outcome:

Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

Specific Outcomes:

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
6. Describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes that are: - parallel - intersecting - perpendicular - vertical - horizontal. [C, CN, R, T, V] [ICT: C6-2.2, P5-2.3]	-edges -faces -2-D -3-D -parallel -intersecting -perpendicular -vertical -horizontal	-describe -comprehension monitoring	
7. Identify and sort quadrilaterals, including: - rectangles - squares - trapezoids - parallelograms - rhombuses according to their attributes. [C, R, V]	-quadrilaterals -rectangles -squares -trapezoids -parallelograms -rhombuses	-identifying -classifying	

SHAPE AND SPACE (Transformations)

General Outcome:

Describe and analyze position and motion of objects and shapes.

Specific Outcomes:

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
8. Identify and describe a single transformation, including a translation, rotation and reflection of 2-D shapes. [C, T, V] [ICT: C6-2.1]	-single transformation -translation -rotation -reflection -2-D	-identifying -describing	
9. Perform, concretely, a single transformation (translation, rotation or reflection) of a 2-D shape, and draw the image. [C, CN, T, V] [ICT: C6-2.1]	-single transformation -translation -rotation -reflection -2-D		

STATISTICS AND PROBABILITY (Data Analysis)

General Outcome:

Collect, display and analyze data to solve problems.

Specific Outcomes:

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
1. Differentiate between first-hand and second-hand data. [C, R, T, V] [ICT: C1-2.2, P5-2.3]	-first-hand data -second-hand data	-compare/ contrast	
2. Construct and interpret double bar graphs to draw conclusions. [C, PS, R, T, V] [ICT: C6-2.2, P5-2.3]	-double bar graphs	-problem-solving	-evaluation

STATISTICS AND PROBABILITY (Chance and Uncertainty)

General Outcome:

Use experimental or theoretical probabilities to represent and solve problems involving uncertainty.

Specific Outcomes:

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
3. Describe the likelihood of a single outcome occurring, using words such as: - impossible - possible - certain. [C, CN, PS, R]	-outcome -impossible -possible -certain	-explaining	
4. Compare the likelihood of two possible outcomes occurring, using words such as: - less likely - equally likely - more likely. [C, CN, PS, R]	-outcome -less likely -equally likely -more likely	-compare/ contrast	

Grade 6

NUMBER

General Outcome:

Develop number sense.

Specific Outcomes:

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
1. Demonstrate an understanding of place value, including numbers that are: - greater than one million - less than one thousandth [C, CN, R, T]	-place value -greater than -less than		
2. Solve problems involving whole numbers and decimal numbers. [ME, PS, T] [ICT: C6-2.4]	-whole number -decimal		
3. Demonstrate an understanding of factors and multiples by: - determining multiples and factors of numbers less than 100 - identifying prime and composite numbers - solving problems using multiples and factors. [CN, PS, R, V]	-factors -multiples -less than -prime numbers -composite numbers	-identifying	
4. Relate improper fractions to mixed numbers and mixed numbers to improper fractions. [CN, ME, R, V]	-improper fractions -mixed numbers	-compare/ contrast	
5. Demonstrate an understanding of ratio, concretely, pictorially and symbolically. [C, CN, PS, R, V]	-ratio		
6. Demonstrate an understanding of percent (limited to whole numbers), concretely, pictorially and symbolically. [C, CN, PS, R, V]	-percent		
7. Demonstrate an understanding of integers, concretely, pictorially and symbolically. [C, CN, R, V]	-integers		
8. Demonstrate an understanding of multiplication and division of decimals (1-digit whole number multipliers and 1-digit natural number divisors). [C, CN, ME, PS, R, V]	-multiplication -division -decimals -multipliers -natural number divisors		
9. Explain and apply the order of operations, excluding exponents, with and without technology (limited to whole numbers). [C, CN, ME, PS, T] [ICT: C6-2.4, C6-2.7]	-operations -exponents	-explaining -sequencing -problem-solving	

PATTERNS AND RELATIONS (Patterns)

General Outcome:

Use patterns to describe the world and to solve problems.

Specific Outcomes:

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
1. Represent and describe patterns and relationships, using graphs and tables. [C, CN, ME, PS, R, V] [ICT: C6-2.3]	-patterns -relationships	-describing -patterning	
2. Demonstrate an understanding of the relationships within tables of values to solve problems. [C, CN, PS, R] [ICT: C6-2.3]	-relationships	-patterning -comprehension monitoring	

PATTERNS AND RELATIONS (Variables and Equations)

General Outcome:

Represent algebraic expressions in multiple ways.

Specific Outcomes:

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
3. Represent generalizations arising from number relationships, using equations with letter variables. [C, CN, PS, R, V]	-relationships -equation -variable		-procedure
4. Express a given problem as an equation in which a letter variable is used to represent an unknown number. [C, CN, PS, R]	-problem -equation -variable -unknown	-sequencing	-procedure
5. Demonstrate and explain the meaning of preservation of equality, concretely and pictorially. [C, CN, PS, R, V]	-preservation of equality	-explaining	

SHAPE AND SPACE (Measurement)

General Outcome:

Use direct and indirect measurement to solve problems.

Specific Outcomes:

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
1. Demonstrate an understanding of angles	-angles	-identifying	

by: - identifying examples of angles in the environment - classifying angles according to their measure - estimating the measure of angles, using 45°, 90° and 180° as reference angles - determining angle measures in degrees - drawing and labelling angles when the measure is specified. [C, CN, ME, V]	-degrees -estimating -45° -90° -180°	-classifying -comprehension monitoring	
2. Demonstrate that the sum of interior angles is: - 180° in a triangle - 360° in a quadrilateral. [C, R]	-sum -interior angles -triangle -quadrilateral	-identifying	
3. Develop and apply a formula for determining the: - perimeter of polygons - area of rectangles - volume of right rectangular prisms. [C, CN, PS, R, V]	-perimeter -area -volume -polygon -rectangle -right rectangular prism	-problem-solving	

SHAPE AND SPACE (3-D Objects and 2-D Shapes)

General Outcome:

Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

Specific Outcomes:

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
4. Construct and compare triangles, including: - scalene - isosceles - equilateral - right - obtuse - acute in different orientations. [C, PS, R, V]	-scalene -isosceles -equilateral -right -obtuse -acute -orientation	-comparing/ contrasting	
5. Describe and compare the sides and angles of regular and irregular polygons. [C, PS, R, V]	-angles -regular polygons -irregular polygons	-describing -comparing/ contrasting	

SHAPE AND SPACE (Transformations)

General Outcome:

Describe and analyze position and motion of objects and shapes.

Specific Outcomes:

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
6. Perform a combination of translations, rotations and/ or reflections on a single 2-D shape, with and without technology, and draw and describe the image. [C, CN, PS, T, V]	-translations -rotations -reflections -2-D	-describing -problem solving	
7. Perform a combination of successive transformations of 2-D shapes to create a design, and identify and describe the transformations. [C, CN, T, V]	-transformations -2-D	-sequencing -problem solving -identifying -describing	
8. Identify and plot points in the first quadrant of a Cartesian plane, using whole number ordered pairs. [C, CN, V]	-plot -quadrant -Cartesian plane -whole number -pairs	-identifying -sequencing	
9. Perform and describe transformations of a 2-D shape in the first quadrant of a Cartesian plane (limited to whole number vertices). [C, CN, PS, T, V] [ICT: C6-2.1]	-transformations -quadrant -Cartesian plane -whole number -vertices -2-D	-describing	

STATISTICS AND PROBABILITY (Data Analysis)

General Outcome:

Collect, display and analyze data to solve problems.

Specific Outcomes:

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
1. Create, label and interpret line graphs to draw conclusions [C, CN, PS, R, V]	-line graphs	-identifying	-evaluation
2. Select, justify and use appropriate methods of collecting data, including: - questionnaires - experiments - databases - electronic media. [C, CN, PS, R, T] [ICT: C4-2.2, C6-2.2, C7-2.1, P2-2.1, P2-2.2]	-questionnaire -experiment -database -electronic media	-comprehension monitoring -problem solving	-using resources
3. Graph collected data, and analyze the		-problem solving	

graph to solve problems. [C, CN, PS, R, T] [ICT: C6-2.5, C7-2.1, P2-2.1, P2-2.2]			
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STATISTICS AND PROBABILITY (Chance and Uncertainty)

General Outcome:

Use experimental or theoretical probabilities to represent and solve problems involving uncertainty.

Specific Outcomes:

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
<p>4. Demonstrate an understanding of probability by:</p> <ul style="list-style-type: none"> - identifying all possible outcomes of a probability experiment - differentiating between experimental and theoretical probability - determining the theoretical probability of outcomes in a probability experiment - determining the experimental probability of outcomes in a probability experiment - comparing experimental results with the theoretical probability for an experiment <p>[C, ME, PS, T] [ICT: C6-2.1, C6-2.4]</p>	<ul style="list-style-type: none"> -probability -outcome -experimental probability -theoretical probability 	<ul style="list-style-type: none"> -identifying -comparing/ contrasting 	

A. English Language Arts SLP Curriculum

Grade 4

General Outcome 1:

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

Cluster:

1.1 Discover and Explore

Specific Outcomes:

Express Ideas and develop understanding

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
Compare new ideas, information and experiences to prior knowledge and experiences	-compare	-comparing/ contrasting -inferences	-personal experience
Ask questions, paraphrase and discuss to explore ideas and understand new concepts		-paraphrasing -questions -summarizing -inferences -pragmatics	-brainstorming
Share personal responses to explore and develop understanding of oral, print and other media texts		-text structure -describing -pragmatics	-personal experience -reflection

Experiment with language and forms

Discuss and compare the ways similar topics are developed in different forms of oral, print and other media texts		-comparing/ contrasting -text structures -main idea	
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Express preferences

Select preferred forms from a variety of oral, print and other media texts		-text structures	-using resources -evaluation
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Set goals

Identify areas of personal accomplishment and areas for enhancement in language learning and use	-goals -accomplishment	-identifying -comprehension monitoring	-personal experience -reflection
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Cluster:

1.2 Clarify and Extend

Specific Outcomes:

Consider the ideas of others

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Identify other perspectives by exploring a variety of ideas, opinions, responses and oral, print and other media texts	-opinion	-pragmatics -identifying -text structures	-using resources

Combine ideas

Use talk, notes, personal writing and representing to record and reflect on ideas, information and experiences	-record -reflect	-describing -inferences	-reflection -personal experiences
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Extend understanding

Explore ways to find additional ideas and information to extend meanings		-metalinguistic awareness (semantic) -text structures	-brainstorming -using resources
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General Outcome 2:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

Cluster:

2.1 Use Strategies and Cues

Specific Outcomes:

Use prior knowledge

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:

Use ideas and concepts, developed through personal interests, experiences and discussion, to understand new ideas and information		-inferences -pragmatics	-personal experience
Explain how the organizational structure of oral, print and other media texts can assist in constructing and confirming meaning		-inferences -explaining -text structures	-using resources -hierarchy of organization

Use comprehension strategies

Preview sections of print texts to identify the general nature of the information and to set appropriate purpose and reading rate		-main idea -summarizing -identifying -text structures -inferences -comprehension monitoring	-evaluation
Comprehend new ideas and information by responding personally and discussing ideas with others		-describing -pragmatics -inferences	-personal experience
Extend sight vocabulary to include words frequently used in other subject areas			
Monitor understanding by confirming or revising inferences and predictions based on information in text		-comprehension monitoring -inferences	-evaluation

Use textual cues

Use text features, such as headings, subheadings and margin organizers, to enhance understanding of ideas and information		-inferences -text structures -comprehension monitoring	-hierarchy of organization
Distinguish differences in the structural elements of texts, such as letters and storybooks, to access and comprehend ideas and information		-comparing/ contrasting -text structures -print concepts	

Use phonics and structural analysis

Identify and know the meaning of some frequently used prefixes and suffixes	-prefixes -suffixes	-metalinguistic awareness (semantic, morphological) -identifying	
Apply knowledge of root words, compound words, syllabification, contractions and complex word families to read unfamiliar words in context	-root word -compound word -syllabification -contraction -complex word -word family	-metalinguistic awareness (semantic, morphological) -comprehension monitoring	
Integrate knowledge of phonics and sight		-metalinguistic	

vocabulary with knowledge of language and context cues to read unfamiliar words in context		awareness (semantic, phonological) -inferences -comprehension monitoring	
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Use references

Use alphabetical order by first and second letter to locate information in reference materials		-sequencing -print concepts	-using resources
Use junior dictionaries, spell-check functions and electronic dictionaries to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts		-metalinguistic awareness (phonological, semantic) -comprehension monitoring	-using resources

Cluster 2.2:

Respond to Texts

Specific Outcomes:

Experience various texts

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Experience oral, print, and other media texts from a variety of cultural traditions and genres such as personal narratives, plays, novels, video programs, adventure stories, folk tales, informational texts, mysteries, poetry, and CDROM programs	-cultural -traditions -genres -tales -mysteries	-text structures -decontextualized -pragmatics	
Identify and discuss favorite authors, topics and kinds of oral, print, and other media texts	-author -illustrator	-describing -identifying	-personal experience -reflection
Discuss a variety of oral, print or other media texts by the same author, illustrator, storyteller or filmmaker	-author -illustrator -storyteller -filmmaker	-describing -comparing/contrasting -pragmatics -text structures	
Retell events of stories in another form or medium		-summarizing -paraphrasing -text structures -sequencing -print concepts	
Make general evaluative statements about oral, print and other media texts			-evaluation

Construct meaning from texts

Connect the thoughts and actions of characters portrayed in oral, print, and other media texts to personal and classroom experiences		-inferences -pragmatics (perspective-taking) -text structures	-personal experiences
Identify the main events in oral, print and other media texts; explain their causes, and describe how they influence subsequent events		-summarizing -main idea -cause-effect -explaining -text structures	
Compare similar oral, print and other media texts and express preferences, using evidence from personal experiences and the texts		-comparing/ contrasting -explaining -text structures	-personal experience -reflection -evaluation
Develop own opinions based on ideas encountered in oral, print and other media texts			-reflection

Appreciate the artistry of texts

Explain how onomatopoeia and alliteration are used to create mental images	-onomatopoeia -alliteration -mental imagery	-explaining -inferences -metalinguistic awareness (semantic) -figurative	
Explain how language and visuals work together to communicate meaning and enhance effect	-language -visuals -meaning -effect	-metalinguistic awareness (semantic) -explaining -inferences	

Cluster 2.3:

Understand Forms, Elements and Techniques

Specific Outcomes:

Understand forms and genres

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Describe and compare the main characteristics of a variety of oral, print and other media texts		-describing -comparing/ contrasting -print concepts -text structures	
Identify various ways that information can be recorded and presented visually	-record -present	-identifying	

Understand techniques and elements

Identify and explain connections among events, setting and main characters in oral, print and other media texts	-main character	-inferences -identifying -explaining -text structures	
Identify the speaker or narrator of oral, print or other media texts	-speaker -narrator	-identifying -pragmatics -text structures	
Identify how specific techniques are used to affect viewer perceptions in media texts	-viewer -audience -perceptions	-explaining -pragmatics	

Experiment with language

Recognize how words and word combinations, such as word play, repetition and rhyme, influence or convey meaning	-repetition -rhyme	-metalinguistic awareness (semantic, phonological)	
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Cluster 2.4:

Create Original Text

Specific Outcomes:

Generate ideas

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts		-text structures -problem-solving -comprehension monitoring	-brainstorming -hierarchy of organization -personal experiences

Elaborate on the expression of ideas

Select and use visuals that enhance meaning of oral, print and other media texts		-metalinguistic awareness (semantics) -text structures	-using resources
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Structure texts

Produce oral, print and other media texts that follow a logical sequence, and demonstrate clear relationships between character and plot	-character -plot	-sequencing -text structures -inferences	-procedure
Produce narratives that describe experiences and reflect personal responses		-text structures -pragmatics	-personal experience

		(perspective-taking)	
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General Outcome 3:

Students will listen, speak, read, write, view and represent to manage ideas and information

Cluster:

3.1 Plan and Focus

Specific Outcomes:

Focus attention

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Use organizational patterns of expository texts to understand ideas and information		-text structure	-hierarchy of organization
Focus topics appropriately for particular audiences		-pragmatics -topic maintenance	

Determine information needs

Ask relevant questions, and respond to questions related to particular topics		-topic maintenance -questions	
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Plan to gather information

Develop and follow a class plan for accessing and gathering ideas and information		-pragmatics	-procedure -using resources
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Cluster 3.2:

Select and Process

Specific Outcomes:

Use a variety of sources

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Locate information to answer research questions using a variety of sources, such as maps, atlases, charts, dictionaries, school libraries, video programs, elders in the	-map -atlas -chart -dictionary	-questions	-using resources

community and field trips			
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Access information

Use a variety of tools, such as indices, legends, charts, glossaries, typographical features and dictionary guide words, to access information	-indices -legends -charts -glossaries -typographical features -dictionary		-using resources
Identify information sources that inform, persuade or entertain, and use such sources appropriately	-inform -persuade -entertain	-identifying -text structure	-using resources -evaluation

Evaluate sources

Recall important points, and make and revise predictions regarding upcoming information		-main idea -inferences	-evaluation
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Cluster 3.3:

Organize, Record and Evaluate

Specific Outcomes:

Organize information

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Organize ideas and information, using appropriate categories, chronological order, cause and effect, or posing and answering questions		-cause-effect -questions -sequencing -questions	-hierarchy of organization
Record ideas and information that are on topic		-topic maintenance	
Organize oral, print and other media texts into sections that relate to and develop the topic		-topic maintenance -main idea -text structures	-hierarchy of organization

Record information

Make notes of key words, phrases and images by subtopics; cite titles and authors of sources alphabetically	-key word -title -author -alphabetical	-summarizing -print concepts -sequencing	-hierarchy of organization
Paraphrase information from oral, print and other media sources	-paraphrase	-paraphrasing	

Evaluate information

Examine gathered information to identify if more information is required; review new understanding		-comprehension monitoring	-evaluation
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Cluster 3.4:

Share and Review

Specific Outcomes:

Share ideas and information

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Communicate ideas and information in a variety of oral, print and other media texts, such as short reports, talks and posters		-describing -text structure -pragmatics	
Select visuals, print and/or other media to add interest and to engage the audience		-pragmatics	-evaluation -using resources

Review Research Process

Identify strengths and areas for improvement in research process		-comprehension monitoring	-reflection
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General Outcome 4:

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication

Cluster:

4.1 Enhance and Improve

Specific Outcomes:

Appraise own and others' work

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Identify the general impression and main idea communicated by own and peers' oral, print and other media texts		-main idea -text structure -pragmatics (perspective-taking)	-evaluation
Use pre-established criteria to provide support	-feedback	-pragmatics	-providing support and

and feedback to peers on their oral, print and other media texts			feedback
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Revise and edit

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Revise to ensure an understandable progression of ideas and information	-revise	-sequencing -comprehension monitoring -text structures	-evaluation
Identify and reduce fragments and run-on sentences	-fragments -run on sentences	-metalinguistic awareness (syntactic) -identifying	
Edit for subject-verb agreement	-subject-verb agreement	-metalinguistic awareness (syntactic)	

Enhance legibility

Write legibly, using a style that demonstrates awareness of alignment, shape and slant		-print concepts	
Use special features of software when composing, formatting and revising texts	-software		-using resources

Expand knowledge of language

Use an increasing variety of words to express and extend understanding of concepts related to personal interests and topics of study	-will vary based on personal interests	-metalinguistic awareness (semantic)	-personal experience
Recognize English words and expressions that come from other cultures or languages	-expression	-figurative -metalinguistic awareness (semantic)	

Enhance artistry

Experiment with combining detail, voice-over, music and dialogue with sequence of events	-voice-over -dialogue	-pragmatics -sequencing	
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Cluster 4.2:

Attend to Conventions

Specific Outcomes:

Attend to grammar and usage

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Identify simple and compound sentence structures, and use in own writing	-simple sentence -compound sentence	-metalinguistic awareness (syntactic) -identifying	
Identify correct noun-pronoun agreement, and use in own writing	-noun-pronoun agreement	-metalinguistic awareness (syntactic) -identifying	
Identify past, present and future action		-metalinguistic awareness (syntactic) -classifying -sequencing	

Attend to spelling

Use phonic knowledge and skills and visual memory, systematically, to spell multisyllable words in own writing		-metalinguistic awareness (phonological) -inferences	
Identify and apply common spelling generalizations in own writing		-identifying -metalinguistic awareness (morphological)	
Apply strategies for identifying and learning to spell problem words in own writing		-comprehension monitoring -identifying	

Attend to capitalization and punctuation

Use capitalization to designate organizations and to indicate the beginning of quotations in own writing		-print concepts	-hierarchy of organization
Use commas after introductory words in sentences and when citing addresses in own writing			
Identify quotation marks in passages of dialogue, and use them to assist comprehension			

Cluster 4.3: Present and Share

Specific Outcomes:

Present information

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Present to peers ideas and information on a topic of interest, in a well-organized form		-describing -pragmatics -topic maintenance	-hierarchy of organization

Enhance presentation

Add interest to presentations through the use of props, such as pictures, overheads and artifacts	-props	-pragmatics	-using resources
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Use effective oral and visual communication

Adjust volume, tone of voice and gestures appropriately, to suit a variety of social and classroom activities		-pragmatics	
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Demonstrate attentive listening and viewing

Connect own ideas, opinions and experiences to those communicated in oral and visual presentations		-inferences -pragmatics (perspective-taking)	-personal experience
Give constructive feedback, ask relevant questions, and express related opinions in response to oral and visual presentations	-constructive feedback	-questions -topic maintenance -personal experience	-providing support and feedback -evaluation

General Outcome 5: Students will listen, speak, read, write, view and represent to represent to respect, support and collaborate with others.

Cluster 5.1:

Respect Others and Strengthen Community

Specific Outcomes:

Appreciate Diversity

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Describe similarities and differences between personal experiences and the	-cultures	-comparing/ contrasting -describing -inferences	-personal experience

experiences of people or characters from various cultures, portrayed in oral, print and other media texts			
Appreciate that responses to some oral, print or other media texts may be different		-pragmatics (perspective-taking)	-evaluation

Relate texts to culture

Identify and discuss main characters, plots, settings and illustrations in oral, print and other media texts from diverse cultures and communities	-main characters -plot -setting -illustrations	-text structures -describing -identifying -inferences	
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Celebrate accomplishments and events

Use appropriate language to acknowledge special events and to honour accomplishments in and beyond the classroom		-pragmatics -pragmatics (perspective-taking)	
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Use language to show respect

Identify and discuss differences in language use in a variety of school and community contexts		-metalinguistic awareness (semantic) -pragmatics -comparing/ contrasting -describing	
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Cluster 5.2:

Work Within a Group

Specific Outcomes:

Cooperate with others

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Take responsibility for collaborating with others to achieve group goals		-pragmatics	-procedure
Ask for and provide information and assistance, as appropriate, for completing individual and group tasks		-pragmatics -comprehension monitoring -problem solving -questions	-providing support and feedback

Work in groups

Share personal knowledge of a topic to develop purposes for research or investigations and possible categories of questions	-investigation	-classifying -questions -topic maintenance	-personal experience -brainstorming
Use brainstorming, summarizing and reporting to organize and carry out group projects	-brainstorm -summarize	-summarizing -pragmatics	-brainstorming -procedure

Evaluate group process

Assess group process, using established criteria, and determine areas for improvement		-pragmatics	-evaluation -brainstorming
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Grade 5

General Outcome 1:

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

Cluster:

1.1 Discover and Explore

Specific Outcomes:

Express Ideas and develop understanding

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
Use appropriate prior knowledge and experiences to make sense of new ideas and information		-inferences	-personal experience
Read, write, represent and talk to explore personal understandings of new ideas and information		-summarizing -inferences -pragmatics	-brainstorming
Use own experiences as a basis for exploring and expressing opinions and understanding		-describing -pragmatics	-personal experience -reflection

Experiment with language and forms

Select from provided forms of		-comparing/contrasting	-hierarchy of organization
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oral, print and other media texts those that best organize ideas and information and develop understandings of topics		-text structures	-evaluation -using resources
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Express preferences

Select and explain preferences for particular forms of oral, print and other media texts		-text structures -explaining	-using resources -evaluation
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Set goals

Reflect on areas of personal accomplishment, and set personal goals to improve language learning and use	-accomplishment -goals	-identifying -comprehension monitoring	-personal experience -reflection
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Cluster:

1.2 Clarify and Extend

Specific Outcomes:

Consider the ideas of others

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
Seek the viewpoints of others to build on personal responses and understanding	-viewpoint	-pragmatics	

Combine ideas

Use talk, notes, personal writing and representing to explore relationships among own ideas and experiences, those of others and those encountered in oral, print and other media texts		-describing -inferences -pragmatics	-personal experience -reflection
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Extend understanding

Search for further ideas and information from others and from oral, print and other media texts to extend understanding		-metalinguistic awareness (semantic) -text structures -comprehension monitoring	-brainstorming -using resources
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General Outcome 2:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

Cluster:

2.1 Use Strategies and Cues

Specific Outcomes:

Use prior knowledge

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Use knowledge of organizational structures, such as tables of contents, indices, topic sentences and headings, to locate information and to construct and confirm meaning	-tables of contents -indices -topic sentences -headings	-inferences -text structures	-hierarchy of organization -using resources

Use comprehension strategies

Preview sections of print texts, and apply reading rate and strategies appropriate for the purpose, content and format of the texts		-text structures -inferences -comprehension monitoring -identifying	
Comprehend new ideas and information by responding personally, taking notes and discussing ideas with others		-describing -pragmatics -inferences	-personal experience
Use the meanings of familiar words to predict the meanings of unfamiliar words in context		-metalinguistic awareness (semantic)	
Monitor understanding by comparing personal knowledge and experiences with information on the same topic from a variety of sources		-comprehension monitoring -inferences -comparing/contrasting	-personal experience

Use textual cues

Use text features, such as maps, diagrams, special fonts and graphics, that highlight important concepts to enhance understanding of ideas and information	-diagrams -fonts -graphics	-inferences -text structures -comprehension monitoring	-hierarchy of organization
Identify and use the structural elements of texts, such as	-brochures -glossaries	-identifying -print concepts	-using resources

letters, brochures, glossaries and encyclopedias, to access and comprehend ideas and information			
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Use phonics and structural analysis

Identify and know by sight the meaning of high frequency prefixes and suffixes to read unfamiliar, multisyllable words in context	-prefixes -suffixes	-identifying -metalinguistic awareness (semantic, morphological)	
Integrate and apply knowledge of phonics, sight vocabulary, language and context clues, and structural analysis to read unfamiliar words in texts of increasing length and complexity	-phonics	-metalinguistic awareness (phonological, semantic, morphological) -comprehension monitoring	

Use references

Find words in dictionaries and glossaries to confirm the spellings or locate the meanings, by using knowledge of phonics and structural analysis, alphabetical order and guide words		-metalinguistic awareness (phonological, semantic) -comprehension monitoring	-using resources
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Cluster 2.2:

Respond to Texts

Specific Outcomes:

Experience various texts

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Express points of view about oral, print and other media texts		-describing	-personal experience
Make connections between fictional texts and historical events	-fictional -historical	-inferences -text structures	
Describe and discuss new places, times, characters and events encountered in oral, print and other media texts		-describing -pragmatics -text structures	-reflection

Write or represent the meaning of texts in different forms		-summarizing -main idea -print concepts	
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Construct meaning from texts

Compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community		-inferences -pragmatics (perspective-taking) -text structures	-personal experience
Describe characters' qualities based on what they say and do and how they are described in oral, print and other media texts		-explaining -paraphrasing	-evaluation
Describe and discuss the influence of setting on the characters and events	-setting	-explaining -pragmatics -cause-effect -text structures	
Support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts		-explaining -text structures	-personal experience -evaluation
Retell or represent stories from the points of view of different characters		-pragmatics (perspective-taking) -text structures -summarizing	

Appreciate the artistry of texts

Explain how simile and hyperbole are used to create mood and mental images	-simile -hyperbole -mood -mental imagery	-explaining -inferences -metalinguistic awareness (semantic) -figurative	
Alter sentences and word choices to enhance meaning and to create mood and special effects	-mood	-metalinguistic awareness (syntactic & semantic) -inferences	

Cluster 2.3:

Understand Forms, Elements and Techniques

Specific Outcomes:

Understand forms and genres

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Identify the main characteristics of familiar media and media texts		-identifying	

Understand techniques and elements

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Identify the main problem or conflict in oral, print and other media texts, and explain how it is resolved	-conflict	-identifying -explaining -text structures	
Identify and discuss the main character's point of view and motivation	-main character -point of view -motivation	-pragmatics -text structures -identifying	
Identify examples of apt word choice and imagery that create particular effects	-imagery	-identifying -metalinguistic awareness (semantic)	
Identify sections or elements in print or other media texts, such as shots in films or sections in magazines		-identifying -print concepts	-hierarchy of organization

Experiment with language

Experiment with words and sentence patterns to create word pictures; identify how imagery and figurative language, such as simile and exaggeration, convey meaning	-word pictures -imagery -figurative -simile -exaggeration	-identifying -figurative -metalinguistic (semantic)	
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Cluster 2.4: Create Original Text

Specific Outcomes:

Generate ideas

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts		-text structures	-brainstorming -personal experience

Elaborate on the expression of ideas

Experiment with modeled forms of oral, print and other media texts to suit particular audiences and purposes	-audience	-pragmatics (perspective-taking) -text structures -problem-solving	-reflection
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Structure texts

Use structures encountered in texts to organize and present ideas in own oral, print and other media texts		-text structures	
Use own experience as a starting point and source of information for fictional oral, print and other media texts		-text structures -inferences	-personal experience

General Outcome 3:

Students will listen, speak, read, write, view and represent to manage ideas and information

Cluster:

3.1 Plan and Focus

Specific Outcomes:

Focus attention

Summarize important ideas in oral, print and other media texts and express opinions about them		-summarizing -explaining -main idea	-evaluation
Combine personal knowledge of topics with understanding of audience needs to focus topics for investigation		-pragmatics (perspective-taking) -inferences	-personal experience

Determine information needs

Identify categories of information related to particular topics, and ask questions related to each category		-questions -classifying -topic maintenance	-hierarchy of organization
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Plan to gather information

Develop and follow own plan		-problem-solving	-personal experience
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for gathering and recording ideas and information			-brainstorming -using resources
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Cluster 3.2:
Select and Process

Specific Outcomes:

Use a variety of sources

Locate information to answer research questions using a variety of sources, such as newspapers, encyclopedias, CDROMS, a series by the same writer, scripts, diaries, autobiographies, interviews and oral traditions	-newspaper -encyclopedia -CDROMS -series -scripts -diaries -autobiographies -interviews -oral traditions	-questions	-using resources
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Access information

Use a variety of tools, such as chapter headings, glossaries and encyclopedia guide words, to access information	-headings -glossaries -encyclopedia guide words		-using resources
Skim, scan and listen for key words and phrases	-key words -key phrases	-metalinguistic awareness (semantic)	

Evaluate sources

Determine the usefulness and relevance of information for research purpose and focus, using pre-established criteria			-evaluation
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Cluster 3.3:
Organize, Record and Evaluate

Specific Outcomes:

Organize information

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Use clear organizational structures, such as chronological order, and cause and effect, to link ideas and information and to assist audience understanding	-chronological order	-inferences -cause-effect -pragmatics (perspective-taking) -sequencing	-hierarchy of organization

Organize ideas and information to emphasize key points for the audience		-pragmatics (perspective-taking) -main idea -paraphrasing	-hierarchy of organization
Add, delete or combine ideas to communicate more effectively		-pragmatics -paraphrasing	

Record information

Record information in own words; cite titles and authors alphabetically, and provide publication dates of sources	-cite -title -author -alphabetical	-paraphrasing -sequencing -print concepts -summarizing	-using resources
Combine ideas and information from several sources		-paraphrasing	
Record ideas and information in relevant categories, according to a research plan	-categories -research plan	-classifying	-procedure

Evaluate information

Connect gathered information to prior knowledge to reach new conclusions		-inferences -describing	-personal experience
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Cluster 3.4:

Share and Review

Specific Outcomes:

Share ideas and information

Communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues	-reports -charts -graphic displays -travelogues	-describing -text structure -pragmatic	
Select visuals, print and/or other media to inform and engage the audience		-pragmatics	-evaluation -using resources

Review Research Process

Assess personal research skills, using pre-established criteria	-research skills	-comprehension monitoring	-evaluation -providing support and feedback
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General Outcome 4:

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication

Cluster:

4.1 Enhance and Improve

Specific Outcomes:

Appraise own and others' work

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Develop criteria for evaluating the effectiveness of oral, print and other media texts	-criteria -evaluation	-comprehension monitoring -procedure	
Use developed criteria to provide feedback to others and to revise own work	-criteria -feedback	-comprehension monitoring -pragmatics	-evaluation -providing support and feedback

Revise and edit

Revise to add and organize details that support and clarify intended meaning	-revise	-sequencing -comprehension monitoring -text structures	-hierarchy of organization
Edit for appropriate use of statements, questions and exclamations	-statements -questions -exclamations	-metalinguistic awareness (syntactic)	-evaluation

Enhance legibility

Write legibly, using a style that is consistent in alignment, shape and slant		-print concepts	
Apply word processing skills, and use publishing programs to organize information	-word processor -publishing program		-using resources

Expand knowledge of language

Extend word choice through knowledge of synonyms, antonyms and homonyms and the use of a thesaurus	-synonym -antonym -homonym -thesaurus	-metalinguistic awareness (semantic)	-using resources
Distinguish different meanings for the same word, depending on the context in which it is used		-metalinguistic awareness (semantic)	-evaluation

Enhance artistry

Experiment with words, phrases, sentences and multimedia effects to enhance meaning and emphasis	-multimedia effects	-comprehension monitoring	
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Cluster 4.2:

Attend to Conventions

Specific Outcomes:

Attend to grammar and usage

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Use words and phrases to modify and clarify ideas in own writing		-metalinguistic awareness (semantic & syntactic) -comprehension monitoring	-evaluation
Use connecting words to link ideas in sentences and paragraphs	-connecting words	-metalinguistic awareness (semantic & syntactic) -inferences	
Identify irregular verbs, and use in own writing	-irregular verbs	-identifying -metalinguistic awareness (syntactic)	
Identify past, present and future verb tenses, and use in sentences	-past -present -future	-metalinguistic awareness (syntactic) -classifying -sequencing	

Attend to spelling

Use phonic knowledge and skills, visual memory, the meaning and function of words in context, and spelling generalizations to spell with accuracy in own writing		-metalinguistic awareness (phonological, morphological & semantic) -inferences	
Study and use the correct spelling of commonly misspelled words in own writing		-identifying -metalinguistic awareness (semantic)	
Know and consistently apply spelling conventions when editing and proofreading own writing		-identifying -metalinguistic awareness (semantic) -comprehension monitoring	

Attend to capitalization and punctuation

Use capital letters, appropriately, in titles, headings and subheadings in own writing		-print concepts	-hierarchy of organization
Use quotation marks and separate paragraphs to indicate passages of dialogue in own writing	-quotation marks -dialogue	-print concepts	
Recognize various uses of apostrophes, and use them appropriately in own writing	-apostrophes	-print concepts	

Cluster 4.3: Present and Share

Specific Outcomes:

Present information

Organize ideas and information in presentations to maintain a clear focus and engage the audience		-pragmatics -topic maintenance	-hierarchy of organization
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Enhance presentation

Use effective openings and closings that attract and sustain reader or audience interest	-openings -closings	-pragmatics (perspective-taking)	
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Use effective oral and visual communication

Adjust volume, tone of voice and gestures to engage the audience; arrange presentation space to focus audience attention		-pragmatics	-hierarchy of organization
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Demonstrate attentive listening and viewing

Identify and interpret the purpose of verbal and nonverbal messages and the perspectives of the presenter	-verbal vs. nonverbal messages	-identify -pragmatics (perspective-taking)	
Show respect for the presenter's opinions by listening politely and providing thoughtful feedback	-feedback		-providing support and feedback

General Outcome 5: Students will listen, speak, read, write, view and represent to represent to respect, support and collaborate with others.

Cluster 5.1:

Respect Others and Strengthen Community

Specific Outcomes:

Appreciate Diversity

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts	-community -culture -traditions	-comprehension monitoring	-reflection
Compare own and others' responses to ideas and experiences related to oral, print and other media texts		-pragmatics (perspective-taking) -comparing/ contrasting	-personal experience

Relate texts to culture

Identify and discuss how qualities, such as courage, ambition and loyalty, are portrayed in oral, print and other media texts from diverse cultures and communities	-qualities (e.g., courage, ambition, loyalty) -culture -community	-identifying -describing	
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Celebrate accomplishments and events

Select and use language appropriate in tone and form to recognize and honour people and events	-tone	-identifying -pragmatics -metalinguistic awareness (semantic)	
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Use language to show respect

Determine and use language appropriate to the context of specific situations		-identifying -metalinguistic awareness (semantic)	
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Cluster 5.2:

Work Within a Group

Specific Outcomes:

Cooperate with others

Accept and take responsibility for fulfilling own role as a group member		-pragmatics	
Discuss and decide whether to work individually or collaboratively to achieve specific goals	-collaboration	-pragmatics	-evaluation

Work in groups

Formulate questions to guide research or investigations, with attention to specific audiences and purposes	-research/ investigation question	-questions -pragmatics (perspective-taking)	-brainstorming
Contribute ideas to help solve problems, and listen and respond constructively		-problem-solving -pragmatics	-brainstorming

Evaluate group process

Show appreciation for the contributions of others, and offer constructive feedback to group members	-appreciation	-pragmatics	-providing support and feedback
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Grade 6

General Outcome 1:

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

Cluster:

1.1 Discover and Explore

Specific Outcomes:

Express Ideas and develop understanding

Specific Learner Expectation	Key Vocabulary:	Language Skills:	Other Skills:
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Use prior experiences with oral, print and other media texts to choose new texts that meet learning needs and interests		-text structures	-personal experience -evaluation
Read, write, represent and talk to explore and explain connections between prior knowledge and new information in oral, print and other media texts		-inferences -explaining	-brainstorming
Engage in exploratory communication to share personal responses and develop own interpretations	-interpretation	-pragmatics	-personal experience -reflection

Experiment with language and forms

Experiment with a variety of forms of oral, print and other media texts to discover those best suited for exploring, organizing and sharing ideas, information and experiences	-exploring vs. organizing vs. sharing	-pragmatics -text structures	-using resources -evaluation -hierarchy of organization
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Express preferences

Assess a variety of oral, print and other media texts, and discuss preferences for particular forms		-text structures -explaining	-evaluation -using resources
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Set goals

Assess personal language use, and revise personal goals to enhance language learning and use	-goals	-describing -comprehension monitoring	-reflection -personal experience
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Cluster:

1.2 Clarify and Extend

Specific Outcomes:

Consider the ideas of others

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
Select from others' ideas and observations to expand personal understanding		-comprehension monitoring	-personal experience

Combine ideas

Use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding		-comprehension monitoring	-personal experience -reflection
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Extend understanding

Evaluate the usefulness of new ideas, techniques and texts in terms of present understanding		-comprehension monitoring -text structures	-personal experience -reflection
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General Outcome 2:

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

Cluster:

2.1 Use Strategies and Cues

Specific Outcomes:

Use prior knowledge

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information		-comprehension monitoring -inferences	-personal experience
Apply knowledge of organizational structures of oral, print and other media texts to assist with constructing and confirming meaning		-comprehension monitoring -inferences	-hierarchy of organization

Use comprehension strategies

Identify, and explain in own words, the interrelationship of the main ideas and supporting details		-identifying -explaining -inferences -main idea	
Preview the content and structure of subject area texts,	-preview -reading rate	-text structures	-hierarchy of organization

and use this information to set a purpose, rate and strategy for reading	-reading strategy		
Use definitions provided in context to identify the meanings of unfamiliar words		-metalinguistic awareness (semantic)	
Monitor understanding by evaluating new ideas and information in relation to known ideas and information		-comprehension monitoring	-evaluation -personal experience

Use textual cues

Use text features, such as charts, graphs and dictionaries, to enhance understanding of ideas and information	-chart -graph -dictionary	-inferences -text structures -comprehension monitoring	
Identify and use the structural elements of texts, such as magazines, newspapers, newscasts and news features, to access and comprehend ideas and information	-magazine -newspaper -newscast	-identifying -print concepts	-using resources

Use phonics and structural analysis

Use the meanings of prefixes and suffixes to predict the meanings of unfamiliar words in context	-prefix -suffix	-metalinguistic awareness (morphological & semantic)	
Integrate and apply knowledge of phonics, sight vocabulary, language and context clues, and structural analysis to read unfamiliar words in texts of increasing length and complexity	-phonics -sight words	-metalinguistic awareness (phonological, semantic & morphological) -comprehension monitoring	-hierarchy of organization

Use references

Choose the most appropriate reference to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts		-metalinguistic awareness (semantic) -comprehension monitoring	-using resources
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Cluster 2.2:

Respond to Texts

Specific Outcomes:

Experience various texts

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Experience oral, print, and other media texts from a variety of cultural traditions and genres such as autobiographies, travelogues, comics, short films, myths, legends and dramatic performances	-culture -tradition -genre -autobiography -travelogue -comic -short film -myth -legend -dramatic performance	-decontextualized -pragmatics	
Explain own point of view about oral, print and other media texts		-explaining	-personal experience
Make connections between own life and characters and ideas in oral, print and other media texts		-inferences	-personal experience
Discuss common topics or themes in a variety of oral, print and other media texts	-topic -theme	-describing	
Discuss the author's, illustrator's, storyteller's or filmmaker's intention or purpose	-author -illustrator -storyteller -filmmaker -intention/ purpose	-describing	

Construct meaning from texts

Observe and discuss aspects of human nature revealed in oral, print and other media texts, and relate them to those encountered in the community	-human nature -community	-describing -comparing/ contrasting -inferences	
Summarize oral, print or other media texts, indicating the connections among events, characters and settings	-event -character -setting	-summarizing -inferences -text structure	
Identify or infer reasons for a character's actions or feelings		-identifying -inferences	
Make judgements and inferences related to events, characters, setting and main ideas of oral, print and other media texts	-event -character -setting	-inferences -main idea -text structure	-evaluation
Comment on the credibility of characters and events in oral, print and other media texts, using evidence from personal experiences and the text	-credibility -character -event	-describing -inferences -text structure	-personal experiences

Appreciate the artistry of texts

Explain how metaphor, personification and synecdoche are used to create mood and mental images	-metaphor -personification -synecdoche -mood -mental imagery	-explaining -inferences -metalinguistic awareness (semantic) -figurative	
Experiment with sentence patterns, imagery and exaggeration to create mood and mental images	-imagery -exaggeration -mood -mental imagery	-metalinguistic awareness (syntactic & semantic) -inferences	
Discuss how detail is used to enhance character, setting, action and mood in oral, print and other media texts	-character -setting -action -mood	-describing -text structure	

Cluster 2.3:

Understand Forms, Elements and Techniques

Specific Outcomes:

Understand forms and genres

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Identify key characteristics of a variety of forms of oral, print and other media texts	-key characteristics	-describing	
Discuss the differences between print and other media versions of the same text		-comparing/contrasting	

Understand techniques and elements

Discuss connections among plot, setting and characters in oral, print and other media texts		-inferences -text structures	
Identify first and third person narration, and discuss preferences with reference to familiar texts	-first person narration -third person narration	-identifying -metalinguistic awareness (syntactic)	-evaluation
Explore techniques, such as visual imagery, sound, flashback and voice inflection, in oral, print and other media texts	-visual imagery -sound -flashback -voice inflection		-using resources

Identify strategies that presenters use in media texts to influence audiences		-identifying -cause-effect	-evaluation
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Experiment with language

Alter words, forms and sentence patterns to create new versions of texts for a variety of purposes; explain how imagery and figurative language, such as personification and alliteration, clarify and enhance meaning	-imagery -figurative language -personification -alliteration	-metalinguistic awareness (semantic) -metalinguistic awareness (syntactic) -metalinguistic awareness (phonological) -print concepts -comprehension- monitoring -explaining -figurative	
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Cluster 2.4:

Create Original Text

Specific Outcomes:

Generate ideas

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Choose life themes encountered in reading, listening and viewing activities and in own experiences for creating oral, print and other media texts	-life themes	-decontextualized -inferences	-personal experience

Elaborate on the expression of ideas

Use literary devices, such as imagery and figurative language, to create particular effects	-imagery -figurative language	-figurative -cause-effect	
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Structure texts

Determine purpose and audience needs to choose forms, and organize ideas and details in oral, print and other media texts		-pragmatics (perspective-taking)	-using resources -hierarchy of organization
Express the same ideas in different forms and genres; compare and explain the effectiveness of each for	-genres	-print concepts -comparing/contrasting -explaining -pragmatics	

audience and purpose		(perspective-taking)	
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General Outcome 3:

Students will listen, speak, read, write, view and represent to manage ideas and information

Cluster:

3.1 Plan and Focus

Specific Outcomes:

Focus attention

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Distinguish among facts, supported inferences and opinions	-facts -supported inferences -opinions	-comparing/contrasting -text structures	
Use note-taking or representing to assist with understanding ideas and information, and focusing topics for investigation		-comprehension-monitoring -inferences -describing	

Determine information needs

Decide on and select the information needed to support a point of view		-pragmatics (perspective-taking) -inferences -identifying	-evaluation
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Plan to gather information

Develop and follow own plan for accessing and gathering ideas and information, considering guidelines for time and length of investigation and presentation		-sequencing	-procedure -evaluation
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Cluster 3.2:

Select and Process

Specific Outcomes:

Use a variety of sources

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Locate information to answer research questions using a variety of sources, such as printed texts, bulletin boards, biographies, art, music, community resource people, CDROMs and the Internet		-questions	-using resources

Access information

Use a variety of tools, such as bibliographies, thesauri, electronic searches and technology, to access information			-using resources
Skim, scan and read closely to gather information	-skim -scan		-hierarchy of organization

Evaluate sources

Evaluate the congruency between gathered information and research purpose and focus, using pre-established criteria		-comparing/contrasting -inferences	-evaluation
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Cluster 3.3:

Organize, Record and Evaluate

Specific Outcomes:

Organize information

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Organize ideas and information using a variety of strategies and techniques, such as comparing and contrasting, and classifying and sorting according to subtopics and sequence		-comparing/contrasting -classifying -sequencing	-hierarchy of organization
Organize and develop ideas and information into oral, print or other media texts with introductions that interest audiences and state the topic, sections that develop the topic and conclusions		-pragmatics (perspective-taking) -text structures	-hierarchy of organization

Record information

Make notes on a topic, combining information from more than one source; use reference sources appropriately		-inferences	-brainstorming
Use outlines, thought webs and summaries to show the relationships among ideas and information and to clarify meaning		-inferences -comprehension-monitoring	-brainstorming
Quote information from oral, print and other media sources			-using resources

Evaluate information

Evaluate the appropriateness of information for a particular audience and purpose		-pragmatics (perspective-taking)	-evaluation
Recognize gaps in gathered information, and suggest additional information needed for a particular audience and purpose		-comprehension-monitoring -problem solving -pragmatics (perspective-taking)	

Cluster 3.4:

Share and Review

Specific Outcomes:

Share ideas and information

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Communicate ideas and information in a variety of oral, print and other media texts, such as multiparagraph reports, question and answer formats and graphs			-using resources
Select appropriate visuals, print and/or other media to inform and engage the audience		-pragmatics (perspective-taking)	-evaluation -using resources

Review Research Process

Establish goals for enhancing research skills		-identifying -comprehension-monitoring -inferences	-reflection
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General Outcome 4:

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication

Cluster:

4.1 Enhance and Improve

Specific Outcomes:

Appraise own and others' work

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Work collaboratively to revise and enhance oral, print and other media texts		-pragmatics -comprehension-monitoring -text structures -inferences	
Ask for and evaluate the usefulness of feedback and assistance from peers		-pragmatics -questions	-evaluation

Revise and edit

Revise to provide focus, expand relevant ideas and eliminate unnecessary information		-comprehension-monitoring	-evaluation
Edit for appropriate verb tense and for correct pronoun references		-metalinguistic awareness (syntactic) -comprehension-monitoring	
Use paragraph structures in expository and narrative texts		-text structures	

Enhance legibility

Write legibly and at a pace appropriate to context and purpose		-print concepts	-evaluation
Experiment with a variety of software design elements, such as spacing, graphics, titles and headings, and font sizes and styles, to enhance the presentation of texts		-print concepts	-hierarchy of organization -evaluation

Expand knowledge of language

Show the relationships among key words associated with topics of study, using a variety of strategies such as thought webs, outlines and lists		-inferences -main idea -comprehension monitoring	-brainstorming
Choose words that capture a particular aspect of meaning and that are appropriate for context, audience and purpose		-pragmatics (perspective taking) -metalinguistic awareness (semantic)	-evaluation

Enhance artistry

Experiment with several options, such as sentence structures, figurative language and multimedia effects, to choose the most appropriate way of communicating ideas or information		-metalinguistic awareness (syntactic) -pragmatics -figurative -cause-effect	-evaluation
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Cluster 4.2:

Attend to Conventions

Specific Outcomes:

Attend to grammar and usage

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Identify the use of coordinate and subordinate conjunctions to express ideas	-coordinate conjunctions -subordinate conjunctions	-metalinguistic awareness (syntactic) -identifying	
Use complex sentence structures and a variety of sentence types in own writing	-complex sentence structure	-metalinguistic awareness (syntactic)	
Identify comparative and superlative forms of adjectives, and use in own writing	-comparative forms -superlative forms	-metalinguistic awareness (syntactic) -identifying	
Identify past, present and future verb tenses, and use throughout a piece of writing		-metalinguistic awareness (syntactic) -identifying	

Attend to spelling

Use a variety of resources and strategies to determine and learn the correct spelling of common exceptions to		-identifying -metalinguistic awareness (semantic)	-using resources
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conventional spelling patterns			
Explain the importance of correct spellings for effective communication		-explaining	-evaluation
Edit for and correct commonly misspelled words in own writing, using spelling generalizations and the meaning and function of words in context		-identifying -metalinguistic awareness (semantic) -comprehension-monitoring	

Attend to capitalization and punctuation

Use colons before lists, to separate hours and minutes, and after formal salutations in own writing	-colon	-metalinguistic awareness (syntactic)	
Identify parentheses and colons when reading, and use them to assist comprehension	-colon -parentheses	-identifying -metalinguistic awareness (syntactic) -comprehension-monitoring	
Identify ellipses that show words are omitted or sentences are incomplete when reading, and use them to assist comprehension	-ellipses	-identifying -comprehension-monitoring -metalinguistic awareness (syntactic)	

Cluster 4.3: Present and Share

Specific Outcomes:

Present information

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Use various styles and forms of presentations, depending on content, audience and purpose		-pragmatics (perspective-taking)	-using resources

Enhance presentation

Emphasize key ideas and information to enhance audience understanding and enjoyment		-main idea -summarizing -pragmatics (perspective-taking) -inferences -comprehension-monitoring	-evaluation
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Use effective oral and visual communication

Demonstrate control of voice, pacing, gestures and facial expressions; arrange props and presentation space to enhance communication	-pacing -gestures -facial expressions	-pragmatics -inferences	-evaluation
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Demonstrate attentive listening and viewing

Identify the tone, mood and emotion conveyed in oral and visual presentations	-tone -mood -emotion	-pragmatics -identifying	
Respond to the emotional aspects of presentations by providing nonverbal encouragement and appreciative comments	-nonverbal	-pragmatics	-providing support and feedback -evaluation

General Outcome 5: Students will listen, speak, read, write, view and represent to represent to respect, support and collaborate with others.

Cluster 5.1:

Respect Others and Strengthen Community

Specific Outcomes:

Appreciate Diversity

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Compare personal challenges and situations encountered in daily life with those experienced by people or characters in other times, places and cultures portrayed in oral, print and other media texts		-comparing/contrasting -sequencing -pragmatics	-personal experiences
Share and discuss ideas and experiences that contribute to different responses to oral, print and other media texts		-pragmatics -cause-effect -inferences	-personal experiences

Relate texts to culture

Identify ways in which oral, print and other media texts from diverse cultures and		-comparing/contrasting -identifying	
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communities explore similar ideas			
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Celebrate accomplishments and events

Use appropriate language to participate in public events, occasions or traditions		-pragmatics -metalinguistic awareness (semantic)	
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Use language to show respect

Demonstrate respect by choosing appropriate language and tone in oral, print and other media texts	-tone	-pragmatics -metalinguistic awareness (semantic)	
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Cluster 5.2:

Work Within a Group

Specific Outcomes:

Cooperate with others

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other skills:
Assume a variety of roles, and share responsibilities as a group member		-pragmatics	
Identify and participate in situations and projects in which group work enhances learning and results		-pragmatics -inferences	

Work in groups

Contribute to group knowledge of topics to identify and focus information needs, sources and purposes for research or investigations		-pragmatics -identifying -inferences	-evaluation?
Address specific problems in a group by specifying goals, devising alternative solutions and choosing the best alternative		-pragmatics -problem solving	-providing support and feedback

Evaluate group process

Assess own contributions to group process, and set		-identifying	-evaluation -reflection
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personal goals for working effectively with others			-providing support and feedback
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-procedure
-procedure

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
1. Recognize that eyes can be damaged by bright lights and that one should not look at the Sun - either directly or with binoculars or telescopes.	-binoculars -telescope	-cause-effect	
2. Identify a wide range of sources of light, including the Sun, various forms of electric lights, flames, and materials that glow (luminescent materials).	-electric -flame -glow -luminescent	-classifying -identifying	
3. Distinguish objects that emit their own light from those that require an external source of light in order to be seen.	-external	-classifying	
4. Demonstrate that light travels outward from a source and continues unless blocked by an opaque material.	-source -opaque -material	-cause-effect	
5. Describe changes in the size and location of Sun shadows during the day - early morning, to midday, to late afternoon.	-shadow	-describing -sequencing	
6. Recognize that opaque materials cast shadows, and predict changes in the size and location of shadows resulting from the movement of a light source or from the movement of a shade-casting object.	-opaque -shadow	-cause-effect -inferences	
7. Distinguish transparent materials from opaque materials by determining if light passes through them and by examining their shadows.	-transparent -opaque -shadow	-classifying	
8. Classify materials as transparent, partly transparent (translucent) or opaque.	-transparent -translucent -opaque	-classifying	
9. Recognize that light can be reflected and that shiny surfaces, such as polished metals and mirrors, are good reflectors.	-reflect -metal -polished -mirror	-cause-effect	
10. Recognize that light can be bent (refracted) and that such objects as aquaria, prisms and lenses can be used to show that light beams can be bent.	-aquaria -prism -lenses -light beam	-cause-effect	
11. Recognize that light can be broken into colours and that different colours of light can be combined to form a new colour.		-cause-effect	
12. Demonstrate the ability to use a variety of optical devices, describe how they are used, and describe their general structure. Suggested examples include: hand lens, telescope, microscope, pinhole camera, light-sensitive paper, camera, kaleidoscope. Students meeting this expectation will be able to provide practical descriptions of the operation of such devices, but are not required to provide theoretical explanations of how the devices work.	-optical -lens -telescope -microscope -pinhole camera -light-sensitive paper -kaleidoscope	-describing	-procedure

Topic E: Plant Growth and Changes

General Learner Expectations

Students will:

4-10 Demonstrate knowledge and skills for the study, interpretation, propagation and enhancement of plant growth.

Specific Learner Expectation:	Key Vocabulary:	Language Skills:	Other Skills:
1. Describe the importance of plants to humans and their importance to the natural environment. Students who meet this expectation should be able to give examples of plants being used as a source of food or shelter, and be aware of the role plants play in the environment; e.g., preventing erosion, maintaining oxygen.	-environment -shelter -erosion -oxygen	-describing -classifying -explaining	-personal experience
2. Identify and describe the general purpose of plant roots, stems, leaves and flowers.	-root -stem -leaf -flower	-identifying -describing	
3. Describe common plants, and classify them on the basis of their characteristics and uses.		-classifying -describing	-personal experience
4. Recognize that plant requirements for growth; i.e., air, light energy, water, nutrients and space; vary from plant to plant and that other conditions; e.g., temperature and humidity; may also be important to the growth of particular plants.	-nutrients -temperature -humidity	-comparing/contrasting	
5. Identify examples of plants that have special needs.	-needs	-identifying	
6. Recognize that a variety of plant communities can be found within the local area and that differences in plant communities are related to variations in the amount of light, water and other conditions.	-communities (in this sense)	-cause-effect -comparing/ -contrasting -classifying -identifying	-personal experience
7. Recognize that plants of the same kind have a common life cycle and produce new plants that are similar, but not identical, to the parent plants.	-life cycle	-comparing/ -contrasting	
8. Describe ways that various flowering plants can be propagated, including from seed, from cuttings, from bulbs and by runners.	-propagate -seed -cuttings -bulbs -runners	-describing -sequencing	
9. Nurture a plant through one complete life cycle - from seed to seed.	-life cycle	-problem-solving	-procedure

<p>10. Describe the care and growth of a plant that students have nurtured, in particular:</p> <ul style="list-style-type: none"> • identify the light, temperature, water and growing medium requirements of the plant • identify the life stages of the plant • identify the reproductive structures of the plant 	<ul style="list-style-type: none"> -temperature -growing medium -life stages -reproductive structures (and the specific vocabulary used) 	<ul style="list-style-type: none"> -describing -identifying -sequencing 	
<p>11. Describe different ways that seeds are distributed; e.g., by wind, by animals; and recognize seed adaptations for different methods of distribution.</p>	<ul style="list-style-type: none"> -seed adaptations 	<ul style="list-style-type: none"> -cause-effect -classifying -describing 	

E. Language Skills Glossary

Language Area	Definition
Cause-Effect	One entity, action, or event impacts another (e.g., how X determines Y).
Classifying	Categorizing objects or concepts into groups according to shared qualities or traits.
Comparing/ Contrasting	Examining similarities and differences between two or more concepts or entities.

<p>Comprehension Monitoring</p>	<p>Comprehension monitoring requires three phases (Block, 1992):</p> <ol style="list-style-type: none"> 1. Evaluation phase: Recognize when a stimuli is not being understood and identifying the reason for the problem 2. Action phase: Reflect on own thinking process and use strategic plan to attempt to solve the problem. 3. Checking phase: Check if stimuli is now being understood and make changes as needed.
<p>Decontextualized</p>	<p>The ability to talk about about objects beyond the here and now.</p>
<p>Describing</p>	<p>Conveying details of a concept or entity. This is a concrete task where a student is required to talk about obvious features or characteristics.</p>
<p>Explaining</p>	<p>Clarify a topic/ idea/ situation by giving a detailed account as to how and why it occurred and by including relevant information. Reasoning is involved when the student is required to understand the purpose or implication of the topic/ idea/ situation.</p>
<p>Figurative</p>	<p>Words that deviate from precise definitions in order to achieve a new, altered, or more complicated understanding.</p>
<p>Identifying</p>	<p>Indicate or label what something is.</p>
<p>Inferences</p>	<p>When something is not explicitly stated, the ability to draw conclusions from given information or data; “reading between the lines”.</p> <p>This skill also requires that the student make connections and links between things (e.g., how X contributes to or is a part of Y) that may not be obviously connected.</p>

	<p>Inferencing skills are further required when making predictions based on explicitly stated information.</p>
<p>Main Idea</p>	<p>All passages possess a central, unifying notion which is supported by details. Students may be required to identify or state this notion.</p>
<p>Metalinguistic Awareness</p>	<p>“The ability to reflect on and talk about various aspects of language, rather than simply using it. Metalinguistic awareness is exhibited by comments on or attention to the way something is said rather than on what was said” (Kamhi & Koenig, 1985 , p. 199). There are a number of different types of metalinguistic awareness. The types that are most relevant for this tool include:</p> <ul style="list-style-type: none"> ● Morphological Awareness: awareness that word affixes are symbols that carry meaning (e.g., adding an “s” to the end of a word changes the concept from singular to plural) ● Syntactic Awareness: awareness of sentence structure and/or forms; “the ability to manipulate and reflect on the grammatical structure of language” (Cain, 2007, p. 3) ● Semantic Awareness: awareness of vocabulary and word meanings; “knowing the concept of word, the ability to distinguish between a word and its referent, and understanding the arbitrary nature of the relations between a word and its referent” (Tulviste, 1997, p. 64). For example, a student with poor semantic awareness may not be aware that words can have multiple meanings (e.g., the word “bat” can refer to 1) the mammal, 2) the tool, or 3) the action).

	<ul style="list-style-type: none"> ● Phonological Awareness: “Awareness of the fact that words can be broken down into smaller units, such as syllables (kit + ty = kitty), onset-rime units (d [onset] + og [rime] = dog), and phonemes (/d/ + /a/ + /g/ = dog); ability to blend, segment, and manipulate sounds within words.” (Paul, 2007, p. 445)
<p>Patterning</p>	<p>The ability to recognize or produce sets of repeated stimuli. For example, a student may recognize a repetitive word pattern in a children’s book (e.g., “The Very Hungry Caterpillar” by Eric Carle).</p>
<p>Paraphrasing</p>	<p>The ability to restate information or ideas in one’s own words.</p>
<p>Pragmatics</p>	<p>ASHA (n.d.) lists three areas related to pragmatics:</p> <ol style="list-style-type: none"> 1) using language for different purposes (e.g., requesting), 2) taking others’ perspectives into account and changing language according to the needs of a listener or situation (e.g., talking differently to babies and adults), 3) following rules for conversations and storytelling (e.g., turn taking) <p>Pragmatics underlie all language, and it is the focus of attention when curriculum objectives specify peer interactions or groups.</p> <p>Pragmatics also includes the ability to take identity, culture, heritage, character, and values into consideration because these are ideas that depend upon knowledge of social relationships.</p>

Print Concepts	<p>“Understanding that letters and print make up words and represent ideas; ability to talk about units of language, such as words and letters; understanding the structure of books such as left-to-right progression, orientation of pages, etc., understanding that print is read the same way on each repetition.” (Paul, 2007, p. 445). This may include different mediums of text (e.g., newspaper articles, novels, ebooks), which will have different characteristics. The purpose for using them and style in which students interact with various texts may be different.</p>
Problem Solving	<p>The process allowing one to identify or discover solutions/strategies to resolve issues or dilemmas. Critical thinking/higher level thinking (such as reflecting on and making inferences about the problem) are necessary to work through the details and arrive at the solution. Sequencing (putting things in order) and procedure (following the steps in order for purpose) require lower level thinking but are required to problem solve. Problem solving is often necessary when students are required to generate and follow through with ideas (as in instructions to ‘design’ or ‘invent’) because the students must engage in trial-and-error and discover solutions that will help them to achieve a given goal.</p>
Questions	<p>The ability to comprehend questions posed by others and formulate one’s own questions. Question types include: Wh- (e.g., “Who am I?”), Do/Did insertion (e.g., “Do you like that?”), Yes/No (e.g., “Can you see it?”), and Have auxiliary (e.g., “Have you seen her?”) (Paul, 2007, p. 425-426).</p>

Sequencing	Related to items arranged in an appropriate order. (e.g., students order events as they occurred in a story; students say numbers in a predetermined sequence, “1, 2, 3, etc.”).
Summarizing	Condensing a passage into its key information and ideas (i.e., student needs to be able to identify more and less important ideas to extract only what is key); often linked to “main idea” and “paraphrasing” language skills.
Text Structure	<p>Narratives: Paul (2007) identifies 3 types of narratives:</p> <ol style="list-style-type: none"> 1) Personal narratives. Relevant personal experiences are described (e.g., “My summer vacation...”). 2) Script narratives. Sequencing a routine series of events (e.g., “What happens when you go to the doctor?”). 3) Fictional narratives. Story generation or retell, with or without visual stimuli (e.g., “A child writes a story about a princess in a far away land; a child retells “Little Red Riding Hood”). <p>Effective narratives involve sequencing and cause-effect language skills; they abide by “story grammar” (i.e., story structure or outline) rules.</p> <p>Expository: “Expository texts don’t tell a story. They are explanations and descriptions that usually contain [fact and detail-laden] information new to the receiver” (Paul, 2007, p. 441). “By the time children reach intermediate grades,...many textbooks are written in expository rather than narrative form...” (Paul, 2007, p. 441)</p>
Topic Maintenance	A subset of “pragmatics”; the ability to sustain the subject of a text, discourse, or conversation for a necessary and appropriate length of time

F. Other Skills Glossary

Skill	Definition
Brainstorming	Ability to generate multiple ideas about a given topic. This involves semantic knowledge and making links to previous knowledge. If brainstorming with others, this skill further requires pragmatics.

Evaluation	Use known/learned information and specified criteria to assess and make a judgement about the significance or value of something (eg. demonstrating appreciation). The judgement can occur in the form of an opinion in regards to various questions and issues.
Hierarchy of Organization	Using the structure of categories to determine superordinate information (i.e. the heading) and subordinate information (i.e. information below the heading). Sorting through information and using knowledge of organizational structure (e.g. understanding headers and subheaders) to place information within various categories.
Personal Experience	Use of own knowledge and experiences to elaborate and interpret (Kintsch & Rawson, 2005). The existing knowledge supports connections in memory and provides the student with a retrieval structure to activate related knowledge without much cognitive effort and time (Kintsch & Rawson, 2005). Personal experiences can support text productions, comprehension of materials and making connections.
Procedure	Follow step-by-step directions in a particular order required to meet an objective. (“Problem-solving”, a higher-level skill, becomes involved when the student is required to first generate and then implement the necessary steps to achieve the objective (Huitt, 1992)).
Providing support and feedback	Clear understanding of the task is needed. The child needs to be able to describe strengths and weaknesses of a project, assignment etc.. The feedback or support given to others needs to be specific, pragmatically appropriate and relevant to any given criteria. Ability for self-monitoring may be involved if the feedback is for the child’s own work (related to “comprehension monitoring”).

Reflection	Use own personal experiences to form an opinion in regards to various questions and issues. This may include thinking back on an experience to see what could have been changed and what worked well and using this to form a thought or opinion.
Using Resources	Identify different types of multimedia resources available and then select the information source that is appropriate to the task at hand. Understand how to navigate different resources to obtain desired information. Efficient navigation requires knowledge of a variety of text structures/organizational styles (e.g. expository text).