

APPENDICES

A. Science SLP Curriculum

Grade 1

Topic A: Creating Colour

General Learner Expectations

Students will:

1-5 Identify and evaluate methods for creating colour and for applying colours to different materials.

Specific Learner Expectation:	Key Vocabulary:	Basic Concepts:	Other Language:
1. Identify colours in a variety of natural and manufactured objects.		-colour	-classifying
2. Compare and contrast colours, using terms such as lighter than, darker than, more blue, brighter than.	-lighter than -darker than -more -brighter	-comparison -material (dark, light, bright, more, less)	-compare/contrast
3. Order a group of coloured objects, based on a given colour criterion.		-colour -comparison -material	-sequencing (ordering)
4. Predict and describe changes in colour that result from the mixing of primary colours and from mixing a primary colour with white or with black.	-mixing -primary colour	-comparison -material (dark, light) -colour	-predicting -describing -cause-effect
5. Create a colour that matches a given sample, by mixing the appropriate amounts of two primary colours.	-match -mixing -primary colour	-colour -comparison (same or match)	-problem solving -cause-effect
6. Distinguish colours that are transparent from those that are not. Students should recognize that some coloured liquids and gels can be seen through and are thus transparent and that other colours are opaque.	-transparent -opaque	-colour -comparison -material (liquid, gel)	-classifying (transparent, opaque)
7. Compare the effect of different thicknesses of paint. Students should recognize that a very thin layer of paint, or a paint that has been watered down, may be partly transparent.	-transparent	-material (thick, thin) -comparison	-compare -cause-effect
8. Compare the adherence of a paint to different surfaces; e.g., different forms of papers, fabrics and plastics.		-comparison -texture/material (e.g., paper, fabric, plastic)	-compare -cause-effect

9. Demonstrate that colour can sometimes be extracted from one material and applied to another; e.g., by extracting a vegetable dye and applying it to a cloth, by dissolving and transferring a water-soluble paint.	-extract -apply -dissolve	-colour	-procedure -sequencing -cause-effect
10. Demonstrate at least one way to separate sunlight into component colours.	-sunlight -rainbow	-colour	-procedure -cause-effect

Topic B: Seasonal Changes

General Learner Expectations

Students will:

1-6 Describe seasonal changes, and interpret the effects of seasonal changes on living things.

Specific Learner Expectation:	Key Vocabulary:	Basic Concepts:	Other Language:
1. Describe the regular and predictable cycle of seasonal changes: <ul style="list-style-type: none"> • changes in sunlight • changes in weather. 	-season -sunlight -weather -camouflage -decay	-comparison -quantity -time/sequence	-describing -cause-effect
2. Identify and describe examples of plant and animal changes that occur on a seasonal basis: <ul style="list-style-type: none"> • changes in form and appearance • changes in location of living things • changes in activity; e.g., students should recognize that many living things go into a dormant period during winter and survive under a blanket of snow as a seed, egg or hibernating animal • production of young on a seasonal basis. 	-season -plant -deciduous -coniferous or evergreen -animal -adapt -migrate -hibernate -baby	-comparison -time/sequence -quantity -direction/position	-classifying -describing -cause-effect -sequencing
3. Identify human preparations for seasonal change and identify activities that are done on a seasonal basis.	-shelter -insulation	-time/sequence -comparison -texture/material	-classifying -cause-effect
4. Record observable seasonal changes over a period of time.		-time/sequence -comparison -texture/material -quantity	-cause-effect

Topic C: Building Things

General Learner Expectations

Students will:

- 1–7 Construct objects and models of objects, using a variety of different materials.
- 1–8 Identify the purpose of different components in a personally constructed object or model, and identify corresponding components in a related object or model.

Specific Learner Expectation:	Key Vocabulary:	Basic Concepts:	Other Language:
1. Select appropriate materials, such as papers, plastics, woods; and design and build objects, based on the following kinds of construction tasks: <ul style="list-style-type: none"> • construct model buildings; e.g., homes (human, animal, from other cultures), garages, schools • construct model objects; e.g., furniture, equipment, boats, vehicles • construct toys; e.g., pop-ups, figures • create wind- and water-related artifacts; e.g., dams, water wheels, boats. 	-construction -model -materials -artifact	-texture/material	-classifying
2. Identify component parts of personally constructed objects, and describe the purpose of each part.	-parts -purpose		-describing -classifying
3. Compare two objects that have been constructed for the same purpose, identify parts in one object that correspond to parts in another, and identify similarities and differences between these parts.	-purpose -parts	-comparison	-compare/contrast -describing -classifying
4. Recognize that products are often developed for specific purposes, and identify the overall purpose for each model and artifact constructed.	-purpose -model -artifact		-classifying -describing

Topic D: Senses

General Learner Expectations

Students will:

- 1–9 Use the senses to make general and specific observations, and communicate observations orally and by producing captioned pictures.
- 1–10 Describe the role of the human senses and the senses of other living things, in enabling perception and action.

Specific Learner Expectation:	Key Vocabulary:	Basic Concepts:	Other Language:
1. Identify each of the senses, and explain how we use our senses in interpreting the world.	-senses (i.e., taste, touch, smell, hearing, sight) -sensory organs	-comparison	-classifying (senses) -describing
2. Identify ways that our senses contribute to our safety and quality of life.	-senses -sensory organs -sense receptors -nerves	-texture/material -quantity -direction/position	-classifying
3. Apply particular senses to identify and describe objects or materials provided and to describe living things and environments. Students meeting this expectation will be able to describe characteristics, such as colour, shape, size, texture, smell and sound.	-senses -decibels -pitch -sweet -salty -sour -bitter	-texture/material -shape -colour -size -direction/position	-describing
4. Recognize the limitations of our senses, and identify situations where our senses can mislead us; e.g., feeling hot or cold, optical illusions, tasting with a plugged nose.	-senses -receptors -reaction time -adapting -depth perception -field of vision -peripheral vision -pupil -optical illusion	-texture/material	-classifying
5. Recognize that other living things have senses, and identify ways that various animals use their senses; e.g., sensing danger, finding food, recognizing their own young, recognizing a potential mate.	-senses -touch receptors -nerves -predator -prey -nocturnal -amplification	-comparison	-classifying
6. Describe ways that people adapt to limited sensory abilities or to the loss of a particular sense; e.g., colour blindness, inability to see objects at close range.	-adapt -colour blindness -legally blind -magnify -nearsighted -farsighted -Braille -Deaf -hard of hearing	-comparison -direction/position -colour	-describing
7. Describe ways to take care of our sensory organs, in particular, our eyes and ears.	-protection -ear plugs -safety goggles	-texture/material	-describing

Topic E: Needs of Plants and Animals

General Learner Expectations

Students will:

1–11 Describe some common living things, and identify needs of those living things.

Specific Learner Expectation:	Key Vocabulary:	Basic Concepts:	Other Language:
1. Observe, describe and compare living things.	-living things	-comparison	-describing -comparing
2. Contrast living and nonliving things.	-living things -nonliving things	-comparison	-comparing/contrasting
3. Identify ways in which living things are valued; e.g., as part of a community of living things; as sources of food, clothing or shelter.	-community -shelter		-classifying
4. Classify some common local plants and animals into groups on the basis of visible characteristics; e.g., adaptations for survival, such as claws, beaks, prickles.	-adaptation -survival -pollen -defense -camouflage	-comparison -size -shape -texture/material -colour -number/counting	-classifying
5. Identify examples of plants and animals that are normally under human care (domesticated) and those that are normally independent of human care (wild).	-domestic -wild -habitat	-comparison	-classifying (domestic vs. wild)
6. Identify the requirements of animals to maintain life; i.e., air, food, water, shelter, space; and recognize that we must provide these for animals in our care.	-shelter	-comparison	-describing
7. Identify the requirements of plants to maintain life; i.e., air, light, suitable temperature, water, growing medium, space; and recognize that we must provide these for plants in our care.	-seed -germinate -capillary action -wilt/wither		-classifying -describing
8. Identify ways that land plants depend on soil.	-nutrients -moisture -drainage		-classifying
9. Recognize that some plants and animals must adapt to extreme conditions to meet their basic needs; e.g., arctic and desert plants and animals.	-extreme conditions	-texture/material	
10. Give examples of ways in which animals depend on plants and ways in which plants depend on animals; e.g., particular plants may serve as a source of food and shelter, animals may help spread pollen and seeds.			-classifying -describing

Grade 2

Topic A: Exploring Liquids

General Learner Expectations

Students will:

2–5 Describe some properties of water and other liquids, and recognize the importance of water to living and nonliving things.

2–6 Describe the interaction of water with different materials, and apply that knowledge to practical problems of drying, liquid absorption and liquid containment.

Specific Learner Expectation:	Key Vocabulary:	Basic Concepts:	Other Language:
1. Recognize and describe characteristics of liquids: <ul style="list-style-type: none"> recognize and describe liquid flow describe the shape of drops describe the surface of calm water. 	-flow -surface -surface tension	-texture/material -shape -time/sequence -direction/position -colour -comparison	-describing
2. Compare water with one or more other liquids, such as cooking oil, glycerine or water mixed with liquid detergent. Comparisons may be based on characteristics, such as colour, ease of flow, tendency of drops to form a ball shape (bead), interactions with other liquids and interactions with solid materials.	-flow -bead (of liquid) -surface tension -dissolve	-texture/material -shape -time/sequence -direction/position -colour -quantity	-comparing
3. Compare the amount of liquid absorbed by different materials; e.g., students should recognize that some forms of paper are very absorbent but other forms of paper are not.	-absorb -repel	-quantity	-comparing
4. Evaluate the suitability of different materials for containing liquids. Students should recognize that materials such as writing paper and unglazed pottery are not waterproof and would not be suitable as containers; but that waxed paper and glazed pottery are waterproof and, thus, could be used in constructing or lining a liquid container.	-waterproof	-texture/material	-classifying -problem solving
5. Demonstrate an understanding that liquid water can be changed to other states: <ul style="list-style-type: none"> recognize that on cooling, liquid water freezes into ice and that on heating, it melts back into liquid water with properties the same as before recognize that on heating, liquid water may be changed into steam or water vapor and that this change can be reversed on cooling identify examples in which water is changed from one form to another. 	-steam/water vapor -evaporation -condensation -freeze -melt	-texture/material	-sequencing -comparing/contrasting -classifying

6. Predict that the water level in open containers will decrease due to evaporation, but the water level in closed containers will not decrease.	-evaporation -condensation	-quantity	-predicting -problem solving/reasoning
7. Predict that a wet surface will dry more quickly when exposed to wind or heating and apply this understanding to practical situations, such as drying of paints, clothes and hair.	-evaporation rate	-time/sequence	-predicting -problem solving
8. Recognize that water is a component of many materials and of living things.	-dehydrated	-quantity	-cause-effect
9. Recognize human responsibilities for maintaining clean supplies of water, and identify actions that are taken to ensure that water supplies are safe.	-responsibility -filter -particles -pollution		-classifying -cause-effect -problem solving

Topic B: Buoyancy and Boats

General Learner Expectations

Students will:

2–7 Construct objects that will float on and move through water, and evaluate various designs for watercraft.

Specific Learner Expectation:	Key Vocabulary:	Basic Concepts:	Other Language:
1. Describe, classify and order materials on the basis of their buoyancy. Students who have achieved this expectation will distinguish between materials that sink in water and those that float. They will also be aware that some “floaters” sit mostly above water, while others sit mostly below water. The terms buoyancy and density may be introduced but are not required as part of this learning expectation.	-sink -float Optional: -buoyancy -density -displacement -suspension	-comparison -direction/position -texture/material -quantity	-describing -classifying -sequencing
2. Alter or add to a floating object so that it will sink, and alter or add to a non-floating object so that it will float.	-sink -float -mass/weight -alter		-problem solving
3. Assemble materials so they will float, carry a load and be stable in water.	-float -load -stable		-problem solving -sequencing
4. Modify a watercraft to increase the load it will carry.	-load -weight/mass -modify	-quantity -size	-problem solving
5. Modify a watercraft to increase its stability in water.	-stability -placement -modify	-quantity	-problem solving
6. Evaluate the appropriateness of various materials to the construction of watercraft, in particular: <ul style="list-style-type: none"> the degree to which the material is waterproof (not porous) the ability to form waterproof joints between parts the stiffness or rigidity of the material the buoyancy of the material. 	-waterproof -buoyancy -seam/joint -seal/bond	-comparison -texture/material	-comparing -classifying

7. Develop or adapt methods of construction that are appropriate to the design task.			-problem solving -sequencing
8. Adapt the design of a watercraft so it can be propelled through water.	-propel -streamlined -resistance -adapt	-shape -direction/position	-problem solving -sequencing
9. Explain why a given material, design or component is appropriate to the design task.		-texture/material	-describing pragmatics

Topic C: Magnetism

General Learner Expectations

Students will:

2–8 Describe the interaction of magnets with other magnets and with common materials.

Specific Learner Expectation:	Key Vocabulary:	Basic Concepts:	Other Language:
1. Identify where magnets are used in the environment and why they are used.	-magnet	-direction/position	-classifying -describing
2. Distinguish materials that are attracted by a magnet from those that are not.	-magnet -attract	-comparison	-classifying
3. Recognize that magnets attract materials with iron or steel in them; and given a variety of metallic and non-metallic objects, predict those that will be attracted by a magnet.	-magnet -attract	-comparison -texture/material	-predicting -classifying
4. Recognize that magnets have polarity, demonstrate that poles may either repel or attract each other, and state a rule for when poles will repel or attract each other.	-magnet -repel -attract -magnetic pole	-comparison	-describing
5. Design and produce a device that uses a magnet.	-magnet		-sequencing -problem solving
6. Demonstrate that most materials are transparent to the effects of a magnet. A magnetic field will pass through such materials, whereas other materials interact with a magnet.	-magnet -magnetic field -attract -repel		
7. Compare and measure the strength of magnets.	-magnet	-comparison -quantity	-comparing

Topic D: Hot and Cold Temperature

General Learner Expectations

Students will:

2–9 Recognize the effects of heating and cooling, and identify methods for heating and cooling.

Specific Learner Expectation:	Key Vocabulary:	Basic Concepts:	Other Language:
1. Describe temperature in relative terms, using expressions, such as hotter than, colder than.	-hotter than -colder than -lukewarm -hot -warm -cool -cold All of the above relate to the listed basic concepts.	-texture/material -quantity -comparison	-describing
2. Measure temperature in degrees Celsius (°C).	-thermometer -degrees Celsius	-number/counting	
3. Describe how heating and cooling materials can often change them; e.g., melting and freezing, cooking, burning.	-melting -freezing -heating -burning -expand -contract	-comparison -texture/material	-describing
4. Identify safe practices for handling hot and cold materials and for avoiding potential dangers from heat sources.	-conductor -conduction		-classifying -problem solving
5. Recognize that the human body temperature is relatively constant and that a change in body temperature often signals a change in health.	-thermometer -body temperature (37°)	-comparison -number -social/emotional	
6. Identify ways in which the temperature in homes and buildings can be adjusted; e.g., by turning a thermostat up or down, by opening or closing windows, by using a space heater in a cold room.	-thermostat	-direction/position	-classifying -problem solving
7. Describe, in general terms, how local buildings are heated: <ul style="list-style-type: none"> • identify the energy source or fuel • recognize that most buildings are heated by circulating hot air or hot water • describe how heat is circulated through the school building and through their own homes. 	-radiator -radiation -conduction -convection	-direction/position -texture/material	-describing -classifying
8. Describe the role of insulation in keeping things hot or cold, and identify places where some form of insulation is used; e.g., clothing, refrigerator, coolers, homes.	-insulation	-texture/material -direction/position comparison	-describing -classifying
9. Identify materials that insulate animals from the cold; e.g., wool, fur and feathers; and identify materials that are used by humans for the same purpose.	-insulate -body heat	-texture/material -quantity comparison	-classifying
10. Design and construct a device to keep something hot or cold.			-sequencing -problem solving
11. Describe ways in which temperature changes affect us in our daily lives.	-sunburn -frostbite -hypothermia	-texture/material -comparison	-describing

Topic E: Small Crawling and Flying Animals

General Learner Expectations

Students will:

2–10 Describe the general structure and life habits of small crawling and flying animals; e.g., insects, spiders, worms, slugs; and apply this knowledge to interpret local species that have been observed.

Specific Learner Expectation:	Key Vocabulary:	Basic Concepts:	Other Language:
1. Recognize that there are many different kinds of small crawling and flying animals, and identify a range of examples that are found locally.	*will differ based on examples	-comparison -direction/position	-vocabulary is key to this outcome -semantics
2. Compare and contrast small animals that are found in the local environment. These animals should include at least three invertebrates—that is, animals such as insects, spiders, centipedes, slugs, worms.	-backbone -spine -invertebrates	-comparison	-compare/contrast -vocabulary is key to this outcome
3. Recognize that small animals, like humans, have homes where they meet their basic needs of air, food, water, shelter and space; and describe any special characteristics that help the animal survive in its home.	-basic needs *Vocabulary to describe characteristics	-comparison	-describing
4. Identify each animal's role within the food chain. To meet this expectation, students should be able to identify the animals as plant eaters, animal eaters or decomposers and identify other animals that may use them as a food source.	-food chain -plant eaters -animal eaters -decomposers -food source		-classifying
5. Describe the relationships of these animals to other living and nonliving things in their habitat, and to people.		-comparison	-describing
6. Identify and give examples of ways that small animals avoid predators, including camouflage, taking cover in burrows, use of keen senses and flight.	-camouflage -burrow -senses	-direction/position	-classifying -semantics (to give examples based on characteristic)
7. Describe conditions for the care of a small animal, and demonstrate responsible care in maintaining the animal for a few days or weeks.			-describing -sequencing -procedure
8. Identify ways in which animals are considered helpful or harmful to humans and to the environment.		-classifying	-classifying

Grade 3

Topic A: Rocks and Minerals

General Learner Expectations

Students will:

3–5 Demonstrate knowledge of materials that comprise Earth’s crust, and demonstrate skill in classifying these materials.

Specific Learner Expectation:	Key Vocabulary:	Basic Concepts:	Other Language:
1. Compare samples of various kinds of rock, and identify similarities and differences.		-comparison -size -texture -shape	-compare/contrast
2. Given a description of the properties of a particular rock or mineral, identify a sample rock or mineral that matches those properties. Properties that students should be able to describe and interpret include: <ul style="list-style-type: none"> • colour • lustre or “shininess”; e.g., shiny, dull, glassy, metallic, earthy • texture; e.g., rough, smooth, uneven • hardness, based on scratch tests with available materials • presence of carbonates. Note that the presence of carbonates can be tested with vinegar or another mild acid • crystal shape for minerals, or overall pattern of rocks. 	-lustre -hardness -carbonates -acid -crystal -pattern	-comparison -colour -texture/material -shape	-describing -classifying -compare/contrast
3. Describe and classify a group of rocks and minerals, based upon the above properties.	-lustre -hardness -carbonates -acid -crystal -pattern	-comparison -colour -texture -shape	-describing -classifying
4. Recognize that rocks are composed of a variety of materials; and given a coarse grained rock and magnifier, describe some of the component materials.	-material -component -magnifier	-colour -texture -shape	-describing
5. Recognize and describe the various components within a sample of soil; e.g., clay, sand, pebbles, decaying plants; and describe differences between two different soil samples.	-components -sample	-comparison -colour -texture -size	-describing -compare/contrast
6. Describe ways in which rocks break down to become soil, and demonstrate one or more of these ways; e.g., by shaking a group of small, soft rocks in a jar of water; by striking rocks together. Note: Safety goggles should be used.	-erosion	-sequence	-describing -sequencing
7. Describe some common uses of rocks and minerals; and identify examples of those uses within the school, home or local community.			-describing -classifying

Topic B: Building with a Variety of Materials

General Learner Expectations

Students will:

3–6 Use, safely, a variety of tools, techniques and materials in construction activities.

3–7 Construct structures, using a variety of materials and designs, and compare the effectiveness of the various materials and designs for their intended purposes.

Specific Learner Expectation:	Key Vocabulary:	Basic Concepts:	Other Language:
1. Using a variety of materials and techniques, design, construct and test structures that are intended to: <ul style="list-style-type: none"> · support objects · span gaps · serve as containers · serve as models of particular living things, objects or buildings. 	-design -gap -container -model -materials	-texture/material	-procedure -sequencing -problem solving
2. Select appropriate materials for use in construction tasks, and explain the choice of materials. Students should demonstrate familiarity with a variety of materials, such as papers, woods, plastics, clay and metals.	-materials	-texture/material	-describing -procedure -sequencing -problem solving
3. Select tools that are suitable to particular tasks and materials, and use them safely and effectively.	-tool -material	-texture/material	-problem solving -procedure
4. Understand and use a variety of methods to join or fasten materials.	-join/fasten	-texture/material	-procedure -sequencing -problem solving
5. Identify the intended purpose and use of structures to be built, and explain how knowing the intended purpose and use helps guide decisions regarding materials and design.	-design -material -purpose -desicion	-texture/material	-classifying -describing -problem solving
6. Understand that simple designs are often as effective as more complex ones, as well as being easier and cheaper to build, and illustrate this understanding with a practical example.	-design -simple -complex	-comparison -quantity	-compare/contrast -procedure -problem solving
7. Recognize the importance of good workmanship, and demonstrate growth toward good workmanship.	-good workmanship -stability -quality		-procedure
8. Maintain and store materials and tools safely and properly.	-material -tool -maintain	-direction/position	-procedure
9. Apply skills of listening, speaking and cooperative decision making in working with other students on a construction project.	-cooperate -decision -compromise	-social/emotional	-pragmatics -problem solving -procedure

Topic C: Testing Materials and Designs

General Learner Expectations

Students will:

3–8 Evaluate the suitability of different materials and designs for their use in a

building task.

Specific Learner Expectation:	Key Vocabulary:	Basic Concepts:	Other Language:
1. Recognize that functional structures must be sufficiently strong and stable and that unstable or weak structures are often unsafe to use.	-stable -structure -safe	-quantity -texture/material	-classifying
2. Compare and evaluate the strength and stability of different models or objects constructed	-strength -stability -model	-comparison -quantity -texture/material	-compare/contrast -describing
3. Describe the distinctive properties of some common solids, such as wood, paper or plastic, that make them suitable for use as building materials.	-property	-texture/material	-describing
4. Apply procedures to test the strength of construction materials, in particular, different stocks of papers, plastics or wood.	-strength -material	-texture/material -comparison -quantity	-procedure -sequencing
5. Apply procedures to test different designs.	-design	-comparison -texture/material	-procedure
6. Apply procedures to test the strength of different methods of joining.	-join -method -strength	-comparison -quantity -texture/material	-procedure
7. Identify and apply methods for making a structure stronger and more stable; e.g., by adding or joining parts to form triangles.	-structure -stable -join -load	-shape -comparison -quantity -texture/material	-procedure -sequencing -problem solving

Topic D: Hearing and Sound

General Learner Expectations

Students will:

3—9 Describe the nature of sound, and demonstrate methods for producing and controlling sound.

Specific Learner Expectation:	Key Vocabulary:	Basic Concepts:	Other Language:
1. Identify examples of vibration.	-vibration		-classifying
2. Recognize that sound is the result of vibration; and demonstrate that the larger the vibration, the louder the sound.	-vibration -sound	-quantity -comparison -size	-procedure -compare
3. Recognize that there are ways of measuring the loudness of sounds and that loud sounds pose a danger to the ear.	-measure -danger -sound	-quantity -comparison -size	-classifying
4. Recognize that pitch is the result of differences in the rate of vibration, and predict how a change in the rate of vibration will affect a sound.	-pitch -rate -vibration -sound	-comparison -time -direction/position	-compare/contrast -predicting -describing

5. Demonstrate a variety of ways of producing sounds; e.g., by striking an empty glass, by blowing air into a bottle, by constructing and using a device that involves vibrating strings.	-sound -vibrating		-procedure -sequencing
6. Use sound-producing devices that the student has constructed to demonstrate methods for controlling the loudness, pitch and quality of sound produced.	-loudness -pitch -quality	-size -quantity -direction/position -time/sequence	-procedure -problem solving -sequencing
7. Identify examples that show that sound can travel through a variety of materials, including solids, liquids and air, and that sound travels in all directions.	-solids -liquids -air	-texture/material -direction/position	-classifying
8. Describe how the human ear senses vibrations.	-vibration -sense	-direction/position	-describing
9. Compare the range of hearing in humans to that in other animals; e.g., dogs and bats.	-range -hearing	-size -direction/position -comparison	-compare/contrast
10. Recognize that certain sounds have characteristics that cause them to be interpreted as pleasant or unpleasant, and identify these characteristics.	-pleasant -characteristic	-direction/position -social/emotional -quantity -texture/material	-classifying
11. Describe changes in hearing that result from continued exposure to loud noise and from the natural process of aging.	-exposure -loud -noise -aging -hearing loss -deaf	-comparison -social/emotional -quantity	-describing
12. Construct and evaluate different kinds of soundproofing and sound-amplifying devices.	-soundproof -amplify	-texture/material -size	-describing -procedure -sequencing -problem solving
13. Explain the role that sound plays in communication.	-communication -role	-social/emotional	-describing

Topic E: Animal Life Cycles

General Learner Expectations

Students will:

3–10 Describe the appearances and life cycles of some common animals, and identify their adaptations to different environments.

3–11 Identify requirements for animal care.

Specific Learner Expectation:	Key Vocabulary:	Basic Concepts:	Other Language:
1. Classify a variety of animals, based on observable characteristics; e.g., limbs, teeth, body covering, overall shape, backbone.	-limbs -teeth -body covering -backbone *animal names	-shape -size -number -texture/material -comparison	-classifying

2. Observe and describe the growth and development of at least one living animal, as the animal develops from early to more advanced stages. The animal(s) should be from one or more of the following groups: mammals, birds, fish, reptiles, amphibians, insects. Suggested examples include: gerbils, guppies, mealworms, tadpoles, worms, butterflies/moths. Additional examples from other animal groups might also be included: brine shrimp, isopods, spiders.	-development -advanced -mammal -reptile -bird -fish -amphibian -insect	-size -shape -quantity -texture/material -time/sequence -comparison	-describing -sequencing -compare/contrast
3. Predict the next stages in the growth and development of at least one animal from each of the following groups: mammals, birds, fish, reptiles, amphibians, insects; and identify similarities and differences in their developmental sequences.	-development -mammal -reptile -bird -fish -amphibian -insect	-size -shape -quantity -texture/material -time/sequence -comparison	-predicting -compare/contrast -classifying -sequencing
4. Identify the food needs of at least one animal from each of the following groups: mammals, birds, fish, reptiles, amphibians, insects; and describe changes in how each animal obtains food through different stages of its life.	-mammal -reptile -bird -fish -amphibian -insect -needs -life stage	-size -quantity -comparison -direction/position -time/sequence	-classifying -describing -comparison -sequencing
5. Demonstrate awareness that parental care is characteristic of some animals and not of others, and identify examples of different forms of parental care.	-parental care	-social/emotional -size -time/sequence	-describing -classifying
6. Demonstrate awareness that animals require different habitats in order to meet their basic needs of food, water, shelter and space.	-basic needs -habitat	-size -shape -quantity -texture/material -time/sequencing -comparison	-describing -compare/contrast
7. Recognize adaptations of a young animal to its environment, and identify changes in its relationship to its environment as it goes through life; e.g., tadpoles are adapted for life in an aquatic environment; adult frogs show adaptations to both terrestrial and aquatic environments.	-adaptation -environment -relationship	-texture/material -time/sequence -size -shape -comparison	-compare/contrast -describing -sequencing
8. Identify examples of environmental conditions that may threaten animal survival, and identify examples of extinct animals.	-environmental condition -survival -extinct	-size -shape -texture/material -direction/position -time/sequence	-describing -classifying
9. Recognize that habitat preservation can help maintain animal populations, and identify ways that student actions can assist habitat preservation.	-habitat -preservation -conservation -population	-social/emotional -quantity	-describing -classifying
10. Demonstrate knowledge of the needs of animals studied, and demonstrate skills for their care.	-needs	-social/emotional -time/sequence	-procedure -sequencing -describing

B. Social Studies SLP Curriculum

Kindergarten

K.1: I Am Unique

General Outcome

Students will demonstrate an understanding and appreciation of the multiple social, physical, cultural and linguistic factors that contribute to an individual’s unique identity.

Specific Outcomes:

VALUES AND ATTITUDES

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
1. value their unique characteristics, interests, gifts and talents (I)	-characteristic -interest -gift -talent -unique	-comparison -social/emotional	
2. appreciate the unique characteristics, interests, gifts and talents of others: • appreciate feelings, ideas, stories and experiences shared by others (C, I) • value oral traditions of others (C) • appreciate that French and English are Canada’s official languages (C, I)	-official language -tradition	-comparison -time -social/emotional	

KNOWLEDGE AND UNDERSTANDING

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
3. examine what makes them unique individuals by exploring and reflecting upon the following questions for inquiry: • What are my gifts, interests, talents and characteristics? (I) • How do my gifts, interests, talents and characteristics make me a unique individual? (I) • How do culture and language contribute to my unique identity? (I, C) • What is the origin and/or significance of my given names? (I)	-characteristic -interest -gift -talent -culture -language - origin - identity - unique	-comparison -social/emotional	-understanding questions -describing -classifying -cause-effect

<p>4. explore how we demonstrate respect for ourselves and others by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What are the origins of the people in our school, groups or communities? (C, LPP) • How can we show interest and sensitivity toward social, physical, cultural and linguistic diversity in the school, groups and communities? (CC, I) • Why is speaking French and/or English important in our school, groups, or communities? (C, CC) • How can we show respect and acceptance of people as they are? (C, I) 	<ul style="list-style-type: none"> -origin -community -respect -acceptance -interest -sensitivity -diversity 	<ul style="list-style-type: none"> -comparison -social/emotional 	<ul style="list-style-type: none"> -understanding questions -describing -classifying -pragmatics
---	---	--	--

K.2: I Belong

General Outcome

Students will demonstrate an understanding and appreciation of the characteristics and interests that unite members of communities and groups.

Specific Outcomes:

VALUES AND ATTITUDES

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
<p>1. value how personal stories express what it means to belong (I)</p>	<ul style="list-style-type: none"> -personal story -belong -group -community 	<ul style="list-style-type: none"> -comparison -social/emotional 	<ul style="list-style-type: none"> -narrative story-telling
<p>2. value and respect significant people in their lives:</p> <ul style="list-style-type: none"> • appreciate the important contributions of individuals at home, at school and in the community (C, CC) 	<ul style="list-style-type: none"> -contribution -individual 	<ul style="list-style-type: none"> -social/emotional 	<ul style="list-style-type: none"> -pragmatics
<p>3. appreciate how their participation in their communities affects their sense of belonging (CC, I)</p> <ul style="list-style-type: none"> • develop an awareness of the importance of sharing the responsibility for caring for the environment (C, LPP) • appreciate the impact that group members have on each other (C, CC) • demonstrate respect for the diverse ways individuals cooperate, work and play together (C, PADM) • assume responsibility for personal actions, words and choices (C) 	<ul style="list-style-type: none"> -responsibility -environment -cooperate -sense of belonging -group member 	<ul style="list-style-type: none"> -comparison -social/emotional 	<ul style="list-style-type: none"> -pragmatics

KNOWLEDGE AND UNDERSTANDING

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
<p>4. examine the characteristics and interests that bring people together in groups by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What brings people together in a group? (CC) • What might we share with people in other groups? (CC) • Can we belong to several groups at one time? (I, GC) • How do we know that we belong to groups or communities? (CC, I) • Does everyone belong to a group or a community? (CC) • How does living and participating in your community affect your sense of belonging? (CC, I) 	<ul style="list-style-type: none"> -belong -sense of belonging 	<ul style="list-style-type: none"> -comparison -social/emotional -quantity 	<ul style="list-style-type: none"> -understanding questions -describing -compare/contrast -classifying -pragmatics
<p>5. examine ways in which people create a climate of cooperation by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What are the rules at home, at school and in the community? (PADM) • Are there similar rules at home, at school and in the community? (PADM) • What are the benefits of working cooperatively with others? (CC) • What are challenges that groups face in creating a peaceful atmosphere? (C, CC) • In what ways can people contribute to a group or community? (CC) • What actions show care and concern for the environment? (C, LPP) 	<ul style="list-style-type: none"> -rules -cooperate -peaceful atmosphere -contribute -care -concern 	<ul style="list-style-type: none"> -comparison -social/emotional -quantity 	<ul style="list-style-type: none"> -understanding questions -compare/contrast -describing -classifying -pragmatics

Grade 1

1.1 MY WORLD: HOME, SCHOOL, AND COMMUNITY

General Outcome

Students will demonstrate an understanding and appreciation of how identity and self-esteem are enhanced by their sense of belonging in their world and how active members in a community contribute to the well-being, growth and vitality of their groups and communities.

Specific Outcomes:

VALUES AND ATTITUDES

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
1. value self and others as unique individuals in relation to their world: <ul style="list-style-type: none"> • appreciate how belonging to groups and communities enriches an individual's identity (I) • appreciate multiple points of view, languages, cultures and experiences within their groups and communities (C, CC) • demonstrate respect for their individual rights and the rights of others (C, I) • recognize and respect how the needs of others may be different from their own (C) 	-community -individual -identity -point of view -respect -rights -needs	-comparison -social/emotional	-compare/contrast -classifying -pragmatics
2. value the groups and communities to which they belong: <ul style="list-style-type: none"> • demonstrate a willingness to share and cooperate with others (C, PADM) • appreciate how their actions might affect other people and how the actions of others might affect them (C) • demonstrate a willingness to resolve issues and/or problems peacefully (C, PADM) • assume responsibility for their individual choices and actions (CC, I) 	-community -cooperate -responsibility -choice -action	-social/emotional	-cause-effect -problem solving -pragmatics

KNOWLEDGE AND UNDERSTANDING

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:

<p>3. examine how they belong and are connected to their world by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What different types of communities or groups do you belong to? (CC) • What helps us to recognize different groups or communities (e.g., landmarks, symbols, colours, logos, clothing)? (CC) • In what ways do we belong to more than one group or community at the same time? (CC, I) • In what ways do we benefit from belonging to groups and communities? (C, CC, I) • What are our responsibilities and rights at home, at school, in groups and in communities? (C, CC, I) 	<ul style="list-style-type: none"> -community -belong -responsibility -right 	<ul style="list-style-type: none"> -comparison -time/sequence -social/emotional 	<ul style="list-style-type: none"> -questions -compare/contrast -cause-effect -pragmatics -describing
<p>4. determine what makes their communities thrive by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • In what ways do people cooperate in order to live together peacefully? (C, I) • How do groups make decisions? (PADM) • In what ways do people help one another at home, at school and in groups to ensure the vitality of their community? (C) 	<ul style="list-style-type: none"> -cooperate -peaceful -vitality -decision -community 	<ul style="list-style-type: none"> -social/emotional 	<ul style="list-style-type: none"> -questions -sequencing -pragmatics -describing
<p>5. distinguish geographic features in their own community from other communities by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What are some familiar landmarks and places in my community? (CC, TCC) • Why are these landmarks and places significant features of the community? (CC, I, TCC) • What are some differences between rural and urban communities? (CC, LPP) • Where is my community on a map or on a globe? (LPP) 	<ul style="list-style-type: none"> -landmark -rural -urban -community -map -globe -familiar 	<ul style="list-style-type: none"> -direction/position -comparison 	<ul style="list-style-type: none"> -questions -compare/contrast -describing

1.2 MOVING FORWARD WITH THE PAST: MY FAMILY, MY HISTORY AND MY COMMUNITY

General Outcome

Students will demonstrate an understanding and appreciation of how changes over time have affected

their families and influenced how their families and communities are today.

Specific Outcomes:

VALUES AND ATTITUDES

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
----------------	-----------------	-----------------	-----------------

<p>1. appreciate how stories and events of the past connect their families and communities to the present:</p> <ul style="list-style-type: none"> • recognize how their families and communities might have been different in the past than they are today (CC, TCC) • appreciate how the languages, traditions, celebrations and stories of their families, groups and communities contribute to their sense of identity and belonging (CC, I, TCC) • recognize how their ancestors contribute to their sense of identity within their family and communities (TCC, I) • appreciate people who have contributed to their communities over time (CC, I, TCC) • recognize how diverse Aboriginal and Francophone communities are integral to Canada's character (CC, I) • acknowledge and respect symbols of heritage and traditions in their family and communities (CC, I, TCC) 	<ul style="list-style-type: none"> -family -community -language -tradition -celebration -identity -belonging -ancestor -contribute -Aboriginal -Francophone -symbol -heritage -character -past -present 	<ul style="list-style-type: none"> -comparison -time/sequence 	<ul style="list-style-type: none"> -classifying -compare/contrast -cause-effect -pragmatics
--	---	---	---

KNOWLEDGE AND UNDERSTANDING

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
<p>2. analyze how their families and communities in the present are influenced by events or people of the past by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • How have changes affected my family over time (e.g., births, deaths, moves)? (CC, TCC) • What is my family's past in our community? (CC, I, TCC) • In what ways has my community changed over time (e.g., original inhabitants, ancestors, generations, ways of life)? (CC, TCC) • How have changes over time affected their families and communities in the present? (I, TCC) • In what ways have Aboriginal, Francophone and diverse cultural groups contributed to the origins and evolution of their communities over time? (CC, I, TCC) • What connections do we have to the Aboriginal, Francophone and diverse cultures found in our communities? (CC, I, TCC) • What are some examples of traditions, celebrations and stories that started in the past and continue today in their families and communities? (CC, I, TCC) 	<ul style="list-style-type: none"> -family -community -inhabitant -ancestor -generation -way of life -Aboriginal -Francophone -tradition -celebration -birth -death -past 	<ul style="list-style-type: none"> -comparison -time/sequence -social/emotional 	<ul style="list-style-type: none"> -understanding -questions -compare/contrast -describing -cause-effect

Grade 2

2.1 CANADA'S DYNAMIC COMMUNITIES

General Outcome

Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.

Specific Outcomes:

VALUES AND ATTITUDES

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
1. appreciate the physical and human geography of the communities studied: <ul style="list-style-type: none">• appreciate how a community's physical geography shapes identity (I, LPP)• appreciate the diversity and vastness of Canada's land and peoples (CC, LPP)• value oral history and stories as ways to learn about the land (LPP, TCC)• acknowledge, explore and respect historic sites and monuments (CC, LPP, TCC)• demonstrate care and concern for the environment (C, ER, LPP)	-community -individual -identity -point of view -respect -rights -needs -environment -historic site -monument	-comparison	-compare/contrast -narratives -pragmatics

KNOWLEDGE AND UNDERSTANDING

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
----------------	-----------------	-----------------	-----------------

<p>2. investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada by exploring and reflecting the following questions for inquiry:</p> <ul style="list-style-type: none"> • Where are the Inuit, Acadian and prairie communities located in Canada? (LPP) • How are the geographic regions different from where we live? (LPP) • What are the major geographical regions, landforms and bodies of water in each community? (LPP) • What are the main differences in climate among these communities? (LPP) • What geographic factors determined the establishment of each community (e.g., soil, water and climate)? (LPP, TCC) • How does the physical geography of each community shape its identity? (CC, I) • What is daily life like for children in Inuit, Acadian and prairie communities (e.g., recreation, school)? (CC, I, LPP) • How does the vastness of Canada affect how we connect to other Canadian communities? (C, I, LPP) 	<ul style="list-style-type: none"> -community -belong -responsibility -right -Inuit -Acadian -prairie -geographic regions -landforms -bodies of water -climate -soil 	<ul style="list-style-type: none"> -comparison -time/sequence -direction/position 	<ul style="list-style-type: none"> -questions -describing -classifying -compare/contrast
<p>3. investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a prairie community in Canada by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What are the cultural characteristics of the communities (e.g., special symbols, landmarks, languages spoken, shared stories or traditions, monuments, schools, churches)? (CC, LPP, TCC) • What are the traditions and celebrations in the communities that connect the people to the past and to each other? (CC, LPP, TCC) • How are the communities strengthened by their stories, traditions and events of the past? (CC, TCC) • What are the linguistic roots and practices in the communities? (CC) • What individuals and groups contributed to the development of the communities? (CC) • How do these communities connect with one another (e.g., cultural exchanges, languages, traditions, music)? (CC) • How do the cultural and linguistic characteristics of the communities studied contribute to Canada's identity? (CC, I) 	<ul style="list-style-type: none"> -cooperate -peaceful -vitality -decision -community -Inuit -Acadian -prairie -symbols -landmarks -traditions -celebrations 	<ul style="list-style-type: none"> -comparison -time/sequence -social/emotional 	<ul style="list-style-type: none"> -understanding -questions -compare/contrast -describing -classifying -pragmatics
<p>4. investigate the economic characteristics of communities in Canada by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What kinds of natural resources exist in the communities (e.g., fishing, agriculture, mining)? (ER, LPP) • What are the occupations in each of the communities? (ER) • What kinds of goods and services are available in the communities? (ER) • What impact does industry have on the communities (i.e., agriculture, manufacturing)? (ER, LPP) 	<ul style="list-style-type: none"> -landmark -rural -urban -community -map -globe -occupations -goods -services -industry 	<ul style="list-style-type: none"> -direction/position -comparison 	<ul style="list-style-type: none"> -questions -compare/contrast -describing

2.2: A COMMUNITY IN THE PAST

General Outcome

Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of the community.

Specific Outcomes:

VALUES AND ATTITUDES

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
1. appreciate how stories of the past connect individuals and communities to the present (C, I, TCC)	-personal story -belong	-comparison -social/emotion	-narrative story-telling -cause-effect
2. appreciate how Aboriginal and Francophone peoples have influenced the development of the student's community (C, CC, I)	-contribution -individual		-cause-effect
3. appreciate the importance of collaboration and living in harmony (C, PADM)	-responsibility -environment -cooperate	-comparison	-pragmatics
4. appreciate how connections to a community contribute to one's identity (I)		-social/emotional	-cause-effect -classifying
5. appreciate how cultural and linguistic exchanges connect one community to another (CC)			-compare -cause-effect

KNOWLEDGE AND UNDERSTANDING

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:

<p>6. analyze how the community being studied emerged, by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What characteristics define their community? (CC, I) • What is unique about their community? (CC, I) • What are the origins of their community? (TCC) • What were the reasons for the establishment of their community (e.g., original fur trade fort, original inhabitants)? (CC, TCC) • What individuals or groups contributed to the development of their community? (CC, TCC) 	<ul style="list-style-type: none"> -belong -sense of belonging -characteristics -unique -community -origin -establishment -development 	<ul style="list-style-type: none"> -comparison -direction/position -size -time/sequence 	<ul style="list-style-type: none"> -questions -classifying -describing
<p>7. examine how the community being studied has changed, by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • In what ways has our community changed over time (e.g., changes in transportation, land use)? (CC, TCC) • What has caused changes in their community? (CC, TCC) • How has the population of their community changed over time (e.g., ethnic mix, age, occupations)? (CC, LPP, TCC) • How have the people who live in the community contributed to change in the community? (CC, LPP, TCC) • How is the presence of Aboriginal and/or Francophone origins reflected in the community today? (CC) • In what ways can people contribute to a group or community? (CC) • What actions show care and concern for the environment? (C, LPP) 	<ul style="list-style-type: none"> -rules -cooperate -peaceful -atmosphere -contribute -care -concern -environment 	<ul style="list-style-type: none"> -comparison -direction/position -size -time/sequence -social/emotional 	<ul style="list-style-type: none"> -questions -compare/contrast -describing -classifying -pragmatics

Grade 3

3.1 COMMUNITIES IN THE WORLD

General Outcome

Students will demonstrate an understanding and appreciation of how geographic, social, cultural and linguistic factors affect quality of life in communities in India, Tunisia, Ukraine and Peru.

Specific Outcomes:

VALUES AND ATTITUDES

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
1. appreciate similarities and differences among people and communities: <ul style="list-style-type: none">• demonstrate an awareness of and interest in the beliefs, traditions and customs of groups and communities other than their own (CC)	-community -belief -tradition -custom	-comparison -social/emotional	-compare/contrast -pragmatics

KNOWLEDGE AND UNDERSTANDING

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
----------------	-----------------	-----------------	-----------------

<p>2. examine the social, cultural and linguistic characteristics that affect quality of life in communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What determines quality of life? (CC) • How does daily life reflect quality of life in the communities (e.g., employment, transportation, roles of family members)? (CC, ER, GC) • How does access to public services affect the communities? (e.g., schools, hospitals, libraries, transportation systems)? (ER, GC, PADM) • What are the traditions, celebrations, stories and practices in the communities that connect the people to the past and to each other (e.g., language spoken, traditions, customs)? (CC, GC, TCC) • How is identity reflected in traditions, celebrations, stories and customs in the communities? (CC, I, TCC) • How are the various leaders chosen in the communities (e.g., within families, within schools, within communities, within government)? (GC, PADM) • How are decisions made in the communities? Who is responsible for making the decisions? (CC, PADM) • How do the individuals and groups in the communities maintain peace? (GC, PADM) • How do the individuals and groups in the communities cooperate and share with other group members? (C, CC) • How is cultural diversity expressed within each community? (CC, I) 	<ul style="list-style-type: none"> -quality of life -community -daily life -employment -transportation -role -public services -tradition -celebration -custom -identity -leader -decision -peace -cooperate -culture -diversity 	<ul style="list-style-type: none"> -comparison -quantity -time/sequence -social/emotional 	<ul style="list-style-type: none"> -compare/contrast -describing -cause-effect -pragmatics
--	--	---	--

<p>3. examine the geographic characteristics that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • Where, on a globe and/or map, are the communities in relation to Canada? (LPP) • In what ways do the people in the communities depend on, adapt to and change the environment in which they live and work? (ER, LPP) • In what ways do the communities show concern for their natural environment? (GC, LPP) • How does the physical geography influence the human activities in the communities (e.g., availability of water, climate)? (CC, LPP) 	<ul style="list-style-type: none"> -geographic characteristic -community -globe -map -adapt -dependence -environment -concern 	<ul style="list-style-type: none"> -comparison -quantity -time/sequence -direction/position -social/emotional 	<ul style="list-style-type: none"> -compare/contrast -describing -cause-effect -classifying -pragmatics
<p>4. examine economic factors that shape communities in other parts of the world by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> • What are the main goods and services produced by the communities studied (i.e., agricultural activities, manufacturing activities)? (ER, GC) • What goods and services do the communities import from and export to other parts of the world? (ER, GC) • What are the main forms of technologies, transportation and communication in the communities? (ER, GC) 	<ul style="list-style-type: none"> -economic -community -goods -services -agriculture -manufacturing -import -export -technology -transportation -communication 	<ul style="list-style-type: none"> -comparison -quantity -time/sequence -direction/position 	<ul style="list-style-type: none"> -compare/contrast -describing -cause-effect -classifying

3.2: GLOBAL CITIZENSHIP

General Outcome

Students will demonstrate an understanding and appreciation of Canada's roles and responsibilities in global citizenship in relationship to communities in India, Tunisia, Ukraine and Peru.

Specific Outcomes:

VALUES AND ATTITUDES

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
<p>1. appreciate elements of global citizenship:</p> <ul style="list-style-type: none"> recognize how their actions might affect people elsewhere in the world and how the actions of others might affect them (C, GC) respect the equality of all human beings (C, GC, I) 	<ul style="list-style-type: none"> -global citizenship -equality 	<ul style="list-style-type: none"> -comparison -quantity -direction/position -time/sequence -social/emotional 	<ul style="list-style-type: none"> -cause-effect -sequencing -compare/contrast -pragmatics

KNOWLEDGE AND UNDERSTANDING

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
<p>2. explore the concept of global citizenship by reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> How are the rights, responsibilities and roles of citizens in communities around the world the same or different than those of Canadian citizens? (C, GC) What are some environmental concerns that Canada and communities around the world share? (ER, GC) In what ways can individuals and groups contribute to positive change in the world? (C, GC, PADM) How do international organizations support communities in need throughout the world (e.g., UNICEF, Red Cross, Development and Peace)? (C, GC) What are examples of international organizations formed by individuals (e.g., Free the Children, Médecins sans frontières (Doctors Without Borders))? (C, GC) What are examples of international organizations formed by nations (e.g., UN)? (C, GC, PADM) 	<ul style="list-style-type: none"> -global citizenship -right -responsibility -role -community -environment -concern -contribute -international -organization -community in need -individual -nation 	<ul style="list-style-type: none"> -comparison -quantity -social/emotional -time/sequence -direction/position 	<ul style="list-style-type: none"> -compare/contrast -describing -cause-effect -sequencing -classifying -pragmatics

C. Mathematics SLP Curriculum

Kindergarten

NUMBER

General Outcome

Develop number sense.

Specific Outcomes:

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
1. Say the number sequence 1 to 10 by 1s, starting anywhere from 1 to 10 and from 10 to 1. [C, CN, V]		-number	-sequencing
2. Subitize (recognize at a glance) and name familiar arrangements of 1 to 5 objects or dots. [C, CN, ME, V]	-subitize	-number	
3. Relate a numeral, 1 to 10, to its respective quantity. [CN, R, V]		-number	
4. Represent and describe numbers 2 to 10, concretely and pictorially. [C, CN, ME, R, V]		-number	-describing
5. Compare quantities 1 to 10, using one-to-one correspondence. [C, CN, V]		-number -comparison	-compare

PATTERNS AND RELATIONS (Patterns)

General Outcome

Use patterns to describe the world and to solve problems.

Specific Outcomes:

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
----------------	-----------------	-----------------	-----------------

<p>1. Demonstrate an understanding of repeating patterns (two or three elements) by:</p> <ul style="list-style-type: none"> • identifying • reproducing • extending • creating <p>patterns using manipulatives, sounds and actions. [C, CN, PS, V] [ICT: P2–1.1]</p>	<p>-repeating -patterns</p>	<p>-comparison -size -numbers -colour -shape</p>	<p>-patterning -problem solving</p>
<p>2. Sort a set of objects based on a single attribute, and explain the sorting rule. [C, CN, PS, R, V]</p>	<p>-attribute -sort -sorting rule</p>	<p>-comparison -size -shape -colour -numbers</p>	<p>-classifying -describing -problem solving</p>

SHAPE AND SPACE (Measurement)

General Outcome

Use direct and indirect measurement to solve problems.

Specific Outcomes:

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
<p>1. Use direct comparison to compare two objects based on a single attribute, such as length (height), mass (weight) and volume (capacity). [C, CN, PS, R, V]</p>	<p>-attribute -length -height -mass -weight -volume -capacity</p>	<p>-comparison -size -quantity -shape</p>	<p>-compare -problem solving</p>

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:

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
2. Sort 3-D objects, using a single attribute. [C, CN, PS, R, V]	-3-D object -sort -attribute	-comparison -shape -size -colour -quantity	-classifying -problem solving
3. Build and describe 3-D objects. [CN, PS, V]	-3-D object		-describing -problem solving

Grade 1

NUMBER

General Outcome

Develop number sense.

Specific Outcomes:

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
<p>1. Say the number sequence 0 to 100 by:</p> <ul style="list-style-type: none">• 1s forward between any two given numbers• 1s backward from 20 to 0• 2s forward from 0 to 20• 5s and 10s forward from 0 to 100 <p>[C, CN, ME, V]</p>		<ul style="list-style-type: none">-numbers-direction-sequence	<ul style="list-style-type: none">-sequencing
<p>2. Subitize (recognize at a glance) and name familiar arrangements of 1 to 10 objects or dots. [C, CN, ME, V]</p>	<ul style="list-style-type: none">-subitize	<ul style="list-style-type: none">-numbers	<ul style="list-style-type: none">-classifying
<p>3. Demonstrate an understanding of counting by:</p> <ul style="list-style-type: none">-indicating that the last number said identifies “how many”-showing that any set has only one count-using the counting-on strategy-using parts or equal groups to count sets <p>[C, CN, ME, R, V]</p>	<ul style="list-style-type: none">- “how many”- counting-on- parts- equal	<ul style="list-style-type: none">-numbers	<ul style="list-style-type: none">-sequencing
<p>4. Represent and describe numbers to 20, concretely, pictorially and symbolically.</p> <p>[C, CN, V]</p>		<ul style="list-style-type: none">-numbers	<ul style="list-style-type: none">-describing

<p>5. Compare sets containing up to 20 elements, using:</p> <ul style="list-style-type: none"> • Referents • one-to-one correspondence to solve problems. <p>[C, CN, ME, PS, R, V]</p>		<p>-numbers</p>	<p>-problem solving -compare</p>
<p>6. Estimate quantities to 20 by using referents. [C, CN, ME, PS, R, V]</p>	<p>-estimate</p>	<p>-numbers</p>	<p>-compare</p>
<p>7. Demonstrate an understanding of conservation of number. [C, R, V]</p>			
<p>8. Identify the number, up to 20, that is:</p> <ul style="list-style-type: none"> • one more • two more • one less • two less <p>than a given number. [C, CN, ME, R, V]</p>	<p>-more -less</p>	<p>-numbers -quantity</p>	<p>-sequencing</p>
<p>9. Demonstrate an understanding of addition of numbers with answers to 20 and their corresponding subtraction facts, concretely, pictorially and symbolically, by:</p> <p>-using familiar mathematical language to describe additive and subtractive actions</p> <p>-creating and solving problems in context that involve addition and subtraction</p> <p>-modelling addition and subtraction, using a variety of concrete and visual representations, and recording the process symbolically.</p> <p>[C, CN, ME, PS, R, V]</p>	<p>-addition -subtraction -add -subtract</p>		<p>-problem solving -describing</p>
<p>10. Describe and use mental mathematics strategies (memorization not intended), such as:</p> <ul style="list-style-type: none"> • counting on and counting back • making 10 • using doubles • thinking addition for subtraction for basic addition facts and related subtraction facts to 18. <p>[C, CN, ME, PS, R, V]</p>	<p>-counting on -counting back -making 10 -doubles -thinking addition</p>	<p>-numbers</p>	<p>-describing -sequencing -problem solving</p>

PATTERNS AND RELATIONS (Patterns)

General Outcome

Use patterns to describe the world and to solve problems.

Specific Outcomes:

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
<p>1. Demonstrate an understanding of repeating patterns (two to four elements) by:</p> <ul style="list-style-type: none"> • describing • reproducing • extending • creating <p>patterns using manipulatives, diagrams, sounds and actions.</p> <p>[C, PS, R, V]</p> <p>[ICT: P2–1.1]</p>	<p>-repeating -patterns</p>	<p>-comparison -size -numbers -colour -shape</p>	<p>-patterning -describing -problem solving</p>
<p>2. Translate repeating patterns from one representation to another.</p> <p>[C, CN, R, V]</p>	<p>-repeating -patterns</p>	<p>-comparison -size -numbers -colour -shape</p>	<p>-patterning</p>
<p>3. Sort objects, using one attribute, and explain the sorting rule.</p> <p>[C, CN, R, V]</p>	<p>-attribute -sort -sorting rule</p>	<p>-comparison -size -shape -colour</p>	<p>-classifying -describing</p>

PATTERNS AND RELATIONS (Variables and Equations)

General Outcome

Represent algebraic expressions in multiple ways.

Specific Outcomes:

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
4. Describe equality as a balance and inequality as an imbalance, concretely and pictorially (0 to 20). [C, CN, R, V]	-balance -equal	-quantity -comparison -numbers	-describing
5. Record equalities, using the equal symbol. [C, CN, PS, V]	-equal	-comparison -quantity -numbers	-problem solving

SHAPE AND SPACE (Measurement)

General Outcome

Use direct and indirect measurement to solve problems.

Specific Outcomes:

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
1. Demonstrate an understanding of measurement as a process of comparing by: <ul style="list-style-type: none"> • identifying attributes that can be compared • ordering objects • making statements of comparison • filling, covering or matching [C, CN, PS, R, V]	-order -measure	-comparison -quantity -shape -size	-comparing -sequencing -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:

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
2. Sort 3-D objects and 2-D shapes, using one attribute, and explain the sorting rule. [C, CN, R, V]	-3-D object -2-D shape -sorting rule -attribute	-shape -size	-describing -classifying
3. Replicate composite 2-D shapes and 3-D objects. [CN, PS, V]	-3-D object -2-D shape -shape -replicate/copy	-shape -size	
4. Compare 2-D shapes to parts of 3-D objects in the environment. [C, CN, V]	-3-D object -2-D shape -environment	-comparison -shape -size -quantity -colour	-compare

Grade 2

NUMBER

General Outcome

Develop number sense.

Specific Outcomes:

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
1. Say the number sequence 0 to 100 by: -2s, 5s, and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively -10s, using starting points from 1 to 9 2s, starting from 1. [C, CN, ME, R]	-multiples	-numbers -direction -sequence	-sequencing
2. Demonstrate if a number (up to 100) is even or odd. [C, CN, PS, R]	-even -odd	-numbers	-problem solving -sequencing
3. Describe order or relative position, using ordinal numbers (up to tenth). [C, CN, R]	-order -ordinal number	-numbers -position -sequence	-describing -sequencing
4. Represent and describe numbers to 100, concretely, pictorially and symbolically. [C, CN, V]		-numbers	-describing
5. Compare and order numbers up to 100. [C, CN, ME, R, V]	-order	-numbers -comparison -quantity -sequence	-compare -sequencing
6. Estimate quantities to 100, using referents. [C, ME, PS, R]	-estimate	-numbers	-compare -problem solving
7. Illustrate, concretely and pictorially, the meaning of place value for numerals to 100. [C, CN, R, V]	-place value	-numbers	
8. Demonstrate and explain the effect of adding zero to, or subtracting zero from, any number. [C, R]	-add -subtract -zero/none	-numbers	-describing

<p>9. Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by:</p> <p>-using personal strategies for adding and subtracting with and without the support of manipulatives</p> <p>-creating and solving problems that involve addition and subtraction</p> <p>-using the commutative property of addition (the order in which numbers are added does not affect the sum)</p> <p>-using the associative property of addition (grouping a set of numbers in different ways does not affect the sum)</p> <p>-explaining that the order in which numbers are subtracted may affect the difference. [C, CN, ME, PS, R, V]</p>	<p>-addition -subtraction -digit -strategy -commutative property -order -associative property -difference</p>	<p>-numbers -direction -sequence</p>	<p>-describing -problem solving</p>
<p>10. Apply mental mathematics strategies, such as:</p> <ul style="list-style-type: none"> • using doubles • making 10 • one more, one less • two more, two less • building on a known double • thinking addition for subtraction for basic addition facts and related subtraction facts to 18. <p>[C, CN, ME, PS, R, V]</p>	<p>-doubles -making 10 -one more/less -two more/less -building on a double -thinking addition</p>	<p>-numbers</p>	<p>-problem solving</p>

PATTERNS AND RELATIONS (Patterns)

General Outcome

Use patterns to describe the world and to solve problems.

Specific Outcomes:

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
----------------	------------------------	------------------------	------------------------

<p>1. Demonstrate an understanding of repeating patterns (three to five elements) by:</p> <ul style="list-style-type: none"> • describing • extending • comparing • creating <p>patterns using manipulatives, diagrams, sounds and actions.</p> <p>[C, CN, PS, R, V]</p>	<p>-repeating -patterns -elements</p>	<p>-comparison -size -numbers -colour -shape</p>	<p>-patterning -describing -compare -problem solving</p>
<p>2. Demonstrate an understanding of increasing patterns by:</p> <ul style="list-style-type: none"> • describing • reproducing • extending • creating <p>numerical (numbers to 100) and non-numerical patterns using manipulatives, diagrams, sounds and actions.</p> <p>[C, CN, PS, R, V]</p>	<p>-patterns</p>	<p>-comparison -size -numbers -colour -shape</p>	<p>-patterning -describing -problem solving</p>
<p>3. Sort a set of objects, using two attributes, and explain the sorting rule.</p> <p>[C, CN, R, V]</p>	<p>-attribute -sort -sorting rule</p>	<p>-comparison -size -numbers -colour -shape</p>	<p>-describing -classifying</p>

PATTERNS AND RELATIONS (Variables and Equations)

General Outcome

Represent algebraic expressions in multiple ways.

Specific Outcomes:

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
<p>4. Demonstrate and explain the meaning of equality and inequality, concretely and pictorially.</p> <p>[C, CN, R, V]</p>	<p>-equal</p>	<p>-quantity -comparison -numbers</p>	<p>-describing</p>

5. Record equalities and inequalities symbolically, using the equal symbol or the not equal symbol. [C, CN, R, V]	-equal	-quantity -comparison -numbers	
---	--------	--------------------------------------	--

SHAPE AND SPACE (Measurement)

General Outcome

Use direct and indirect measurement to solve problems.

Specific Outcomes:

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
1. Relate the number of days to a week and the number of months to a year in a problem-solving context. [C, CN, PS, R]	-day -week -month -year -names of days -names of months	-time -number	-problem solving
2. Relate the size of a unit of measure to the number of units (limited to nonstandard units) used to measure length and mass (weight). [C, CN, ME, R, V]	-unit -measure -length -weight -mass	-number -size	
3. Compare and order objects by length, height, distance around and mass (weight), using nonstandard units, and make statements of comparison. [C, CN, ME, R, V]	-order -length -height -perimeter -mass -weight	-sequence -number -size -comparison	-compare -sequencing -description
4. Measure length to the nearest nonstandard unit by: • using multiple copies of a unit • using a single copy of a unit (iteration process). [C, ME, R, V]	-unit -measure -length	-quantity -number -size	
5. Demonstrate that changing the orientation of an object does not alter the measurements of its attributes. [C, R, V]	-orientation -measurement -attributes	-direction/position -number -size -comparison	

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:

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
6. Sort 2-D shapes and 3-D objects, using two attributes, and explain the sorting rule. [C, CN, R, V]	-2-D shape -3-D object -attributes -sorting rule	-comparison -shape -size -quantity -colour	-describing
7. Describe, compare and construct 3-D objects, including: • cubes • spheres • cones • cylinders • pyramids. [C, CN, R, V]	-3-D object -cube -sphere -cone -cylinder -pyramid	-shape -comparison -quantity -size -colour	-describing -compare
8. Describe, compare and construct 2-D shapes, including: • triangles • squares • rectangles • circles. [C, CN, R, V]	-2-D shape -triangle -square -rectangle -circle	-shape -comparison -quantity -size -colour	-describing -compare
9. Identify 2-D shapes as parts of 3-D objects in the environment. [C, CN, R, V]	-2-D shape -3-D object -environment	-shape	-classifying

STATISTICS AND PROBABILITY (Data Analysis)

General Outcome

Collect, display and analyze data to solve problems.

Specific Outcomes:

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
<p>1. Gather and record data about self and others to answer questions.</p> <p>[C, CN, PS, V]</p> <p>[ICT: C4–1.3, C7–1.1]</p>	<p>-record -data</p>	<p>-number -quantity -*varies based on questions</p>	<p>-questions -problem solving</p>
<p>2. Construct and interpret concrete graphs and pictographs to solve problems.</p> <p>[C, CN, PS, R, V]</p> <p>[ICT: C7–1.3]</p>	<p>-construct -interpret -graph</p>	<p>-number -comparison -quantity</p>	<p>-problem solving -inferences</p>

Grade 3

NUMBER

General Outcome

Develop number sense.

Specific Outcomes:

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
<p>1. Say the number sequence 0 to 1000 forward and backward by:</p> <ul style="list-style-type: none"> -5s, 10s, or 100s, using any starting point -3s, using starting points that are multiples of 3 -4s, using starting points that are multiples of 4 -25s, using starting points that are multiples of 25. <p>[C, CN, ME]</p>	-multiples	-numbers -direction -sequence	-sequencing
<p>2. Represent and describe numbers to 1000, concretely, pictorially and symbolically. [C, CN, V]</p>		-numbers	-describing
<p>3. Compare and order numbers to 1000. [C, CN, R, V]</p>	-order	-numbers -comparison -quantity	-compare
<p>4. Estimate quantities less than 1000, using referents. [ME, PS, R, V]</p>	-estimate -quantity	-numbers -comparison -quantity	-compare -problem solving
<p>5. Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000.</p> <p>[C, CN, R, V]</p>	-place value	-numbers	
<p>6. Describe and apply mental mathematics strategies for adding two 2-digit numerals, such as:</p> <ul style="list-style-type: none"> -adding from left to right -taking one add end to the nearest multiple often and then compensating using doubles. <p>[C, CN, ME, PS, R, V]</p>	-digit -multiple -doubles -adding	-direction -number -sequence	-describing -problem solving

<p>7. Describe and apply mental mathematics strategies for subtracting two 2-digit numerals, such as:</p> <p>-taking the subtrahend to the nearest multiple of ten and then compensating -thinking of addition</p> <p>-using doubles.</p> <p>[C, CN, ME, PS, R, V]</p>	<p>-subtracting -subtrahend -thinking addition -doubles -digit</p>	<p>-numbers -direction -sequence</p>	<p>-describing -problem solving</p>
<p>8. Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context.</p> <p>[C, ME, PS, R]</p>	<p>-estimate -strategy -digit -predict -sum -difference</p>	<p>-numbers</p>	<p>-problem solving -predicting</p>
<p>9. Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1-, 2- and 3-digit numerals), concretely, pictorially and symbolically, by:</p> <p>-using personal strategies for adding and subtracting with and without the support of manipulatives</p> <p>-creating and solving problems in context that involve addition and subtraction of numbers.</p> <p>[C, CN, ME, PS, R, V]</p>	<p>-addition -subtraction -digit -strategies</p>	<p>-numbers -sequence</p>	<p>-problem solving -formulating questions</p>
<p>10. Apply mental mathematics strategies and number properties, such as:</p> <ul style="list-style-type: none"> • using doubles • making 10 • using the commutative property • using the property of zero • thinking addition for subtraction for basic addition facts and related subtraction facts to 18. <p>[C, CN, ME, PS, R, V]</p>	<p>-doubles -making 10 -commutative property -property of zero -thinking addition</p>	<p>-numbers</p>	<p>-problem solving</p>

<p>11. Demonstrate an understanding of multiplication to 5×5 by:</p> <ul style="list-style-type: none"> -representing and explaining multiplication using equal grouping and arrays -creating and solving problems in context that involve multiplication -modelling multiplication using concrete and visual representations, and recording the process symbolically -relating multiplication to repeated addition -relating multiplication to division. <p>[C, CN, PS, R]</p>	<ul style="list-style-type: none"> -multiplication -equal -array -repeated addition -division 	<ul style="list-style-type: none"> -numbers 	<ul style="list-style-type: none"> -problem solving -formulating questions -sequencing
<p>12. Demonstrate an understanding of division (limited to division related to multiplication facts up to 5×5) by:</p> <ul style="list-style-type: none"> -representing and explaining division using equal sharing and equal grouping -creating and solving problems in context that involve equal sharing and equal grouping -modelling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically -relating division to repeated subtraction -relating division to multiplication. <p>[C, CN, PS, R]</p>	<ul style="list-style-type: none"> -division -multiplication -equal sharing -equal grouping -repeated subtraction 	<ul style="list-style-type: none"> -numbers -sequence -comparison 	<ul style="list-style-type: none"> -problem solving -formulating questions -sequencing
<p>13. Demonstrate an understanding of fractions by:</p> <ul style="list-style-type: none"> -explaining that a fraction represents a part of a whole -describing situations in which fractions are used -comparing fractions of the same whole that have like denominators. <p>[C, CN, ME, R, V]</p>	<ul style="list-style-type: none"> -fraction -part of a whole -denominator 	<ul style="list-style-type: none"> -quantity -numbers -position -comparison 	<ul style="list-style-type: none"> -describing -comparing

PATTERNS AND RELATIONS (Patterns)

General Outcome

Use patterns to describe the world and to solve problems.

Specific Outcomes:

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
1. Demonstrate an understanding of increasing patterns by: <ul style="list-style-type: none"> • describing • extending • comparing • creating numerical (numbers to 1000) and non-numerical patterns using manipulatives, diagrams, sounds and actions. [C, CN, PS, R, V]	-patterns -increasing	-numbers -shape -size -colour -sequence	-describing -comparing -patterning
2. Demonstrate an understanding of decreasing patterns by: <ul style="list-style-type: none"> • describing • extending • comparing • creating numerical (numbers to 1000) and non-numerical patterns using manipulatives, diagrams, sounds and actions. [C, CN, PS, R, V]	-patterns -decreasing	-numbers -shape -size -colour -sequence	-describing -comparing -patterning
3. Sort objects or numbers, using one or more than one attribute. [C, CN, R, V]	-sort -attribute	-comparison -size -numbers -colour -shape	-classifying

PATTERNS AND RELATIONS (Variables and Equations)

General Outcome

Represent algebraic expressions in multiple ways.

Specific Outcomes:

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
4. Solve one-step addition and subtraction equations involving a symbol to represent an unknown number. [C, CN, PS, R, V]	-addition -subtraction -equation	-numbers -sequence -comparison -quantity	-problem solving -sequencing

SHAPE AND SPACE (Measurement)

General Outcome

Use direct and indirect measurement to solve problems.

Specific Outcomes:

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
1. Relate the passage of time to common activities, using nonstandard and standard units (minutes, hours, days, weeks, months, years). [CN, ME, R]		-time -comparison -numbers	-compare -sequencing
2. Relate the number of seconds to a minute, the number of minutes to an hour and the number of days to a month in a problem-solving context. [C, CN, PS, R, V]		-time -comparison -numbers	-compare -problem solving -sequencing
3. Demonstrate an understanding of measuring length (cm, m) by: -selecting and justifying referents for the units cm and m -modelling and describing the relationship between the units cm and m -estimating length, using referents -measuring and recording length, width and height. [C, CN, ME, PS, R, V]	-measure -record -length -width -height	-numbers -comparison -size -quantity	-describing -compare -problem solving

<p>4. Demonstrate an understanding of measuring mass (g, kg) by:</p> <ul style="list-style-type: none"> -selecting and justifying referents for the units g and kg -modelling and describing the relationship between the units g and kg -estimating mass, using referents -measuring and recording mass <p>[C, CN, ME, PS, R, V]</p>	<ul style="list-style-type: none"> -measure -mass 	<ul style="list-style-type: none"> -numbers -comparison -size -quantity 	<ul style="list-style-type: none"> -describing -compare -problem solving
<p>5. Demonstrate an understanding of perimeter of regular and irregular shapes by:</p> <ul style="list-style-type: none"> -estimating perimeter, using referents for cm or m -measuring and recording perimeter (cm, m) -constructing different shapes for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter. <p>[C, ME, PS, R, V]</p>	<ul style="list-style-type: none"> -perimeter -regular/irregular shapes -estimate -measure -record -construct 	<ul style="list-style-type: none"> -numbers -comparison -size -quantity -shape 	<ul style="list-style-type: none"> -compare -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:

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
<p>6. Describe 3-D objects according to the shape of the faces and the number of edges and vertices.</p> <p>[C, CN, PS, R, V]</p>	<ul style="list-style-type: none"> -3-D -faces -edges -vertices 	<ul style="list-style-type: none"> -shape -numbers 	<ul style="list-style-type: none"> -describing -problem solving

<p>7. Sort regular and irregular polygons, including:</p> <ul style="list-style-type: none"> • triangles • quadrilaterals • pentagons • hexagons • octagons <p>according to the number of sides.</p> <p>[C, CN, R, V]</p>	<ul style="list-style-type: none"> -sort -side -regular/irregular polygon -triangles -quadrilaterals -pentagons -hexagons -octagons 	<ul style="list-style-type: none"> -shape -numbers 	<ul style="list-style-type: none"> -classifying
--	---	--	--

STATISTICS AND PROBABILITY (Data Analysis)

General Outcome

Collect, display and analyze data to solve problems.

Specific Outcomes:

Students will:	Key Vocabulary:	Basic Concepts:	Other Language:
<p>1. Collect first-hand data and organize it using:</p> <ul style="list-style-type: none"> • tally marks • line plots • charts • lists <p>to answer questions.</p> <p>[C, CN, PS, V] [ICT: C4–1.3]</p>	<ul style="list-style-type: none"> -data -tally marks -line plots -charts -lists 	<ul style="list-style-type: none"> -numbers 	<ul style="list-style-type: none"> -questions
<p>2. Construct, label and interpret bar graphs to solve problems. [C, PS, R, V] [ICT: C4–1.3, C7–1.3, C7–1.4]</p>	<ul style="list-style-type: none"> -bar graph 	<ul style="list-style-type: none"> -numbers 	<ul style="list-style-type: none"> -problem solving

D. English Language Arts SLP Curriculum

Kindergarten

General Outcome 1

Explore thoughts, ideas, feelings and experiences

Cluster:

1.1 Discover and Explore

Specific Outcome:

Express ideas and develop understanding

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-share personal experiences prompted by oral, print and other media texts		-social/emotional	-narratives -describing
-talk about ideas, experiences and familiar events			-describing -narratives

Experiment with language and forms

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-talk and represent to explore, express and share stories, ideas and experiences		-social/emotional	-describing -narratives

Express preferences

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-talk about favourite oral, print and other media texts	-favourite	-social/emotional -comparison	-describing

Set goals

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-talk about own reading and writing experiences		-social/emotional	-describing

Cluster:

1.2 Clarify and Extend

Specific Outcome:

Consider the ideas of others

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-listen to experiences and feelings shared by others		-social/emotional	-pragmatics

Combine ideas

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-connect related ideas and information			

Extend understanding

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-express interest in new ideas and experiences			

General Outcome 2

Comprehend and respond personally and critically to oral, print and other media texts

Cluster:

2.1 Use Strategies and Cues

Specific Outcome:

Use prior knowledge

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-connect oral language with print and pictures			
-understand that stories, information and personal experiences can be recorded in pictures and print and can be listened to, read or viewed			-narratives
-expect print and pictures to have meaning and to be related to each other in print and other media texts			-print concepts
-understand that print and books are organized in predictable ways			-predicting

Use comprehension strategies

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-begin to use language prediction skills when stories are read aloud			-predicting
-ask questions and make comments during listening and reading activities			-questions
-recall events and characters in familiar stories read aloud by others			-summarizing -narratives
-read own first name, environmental print and symbols, words that have personal significance and some words in texts			

Use textual cues

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-attend to print cues when stories are read aloud			-print concepts
-begin to identify some individual words in texts that have been read aloud			

Use phonics and structural analysis

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-begin to make connections among sounds, letters, words, pictures and meaning			-phonological awareness
-identify and generate rhyming words in oral language			-phonological awareness
-hear and identify sounds in words			-phonological awareness
-associate sounds with consonants that appear at the beginning of personally significant words			-phonological awareness

Use references

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-recite the letters of the alphabet in order			-sequencing
-copy scribed words and print texts to assist with writing			

Cluster:

2.2 Respond to Texts

Specific Outcome:

Experience various texts

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as picture books, fairy tales, rhymes, stories, photographs, illustrations and video programs			
-listen and view attentively			

-expect print and pictures to have meaning and to be related to each other in print and other media texts			
-identify favourite stories and books			

Construct meaning from texts

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-relate aspects of oral, print and other media texts to personal feelings and experiences		-social/emotional	-compare
-talk about and represent the actions of characters portrayed in oral, print and other media texts			-describing
-talk about experiences similar or related to those in oral, print and other media texts		-comparison	-describing -narratives -compare/contrast

Appreciate the artistry of texts

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-experiment with sounds, words, word patterns, rhymes and rhythms			-phonological awareness

Cluster:

2.3 Understand Forms, Elements and Techniques

Specific Outcome:

Understand forms and genres

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-experience a variety of oral, print and other media texts			

Understand techniques and elements

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-develop a sense of story through reading, listening and viewing experiences			-narratives
-identify the main characters in a variety of oral, print and other media texts		-comparison	-narratives -classifying -compare/contrast

Experiment with language

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-appreciate the sounds and rhythms of language in shared language experiences, such as nursery rhymes and personal songs			-phonological awareness

Cluster:

2.4 Create Original Text

Specific Outcome:

Generate ideas

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-contribute ideas and answer questions related to experiences and familiar oral, print and other media texts			-questions

Elaborate on the expression of ideas

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-listen to and recite short poems, songs and rhymes; and engage in word play and action songs			-phonological awareness

Structure texts

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-draw, record or tell about ideas and experiences			-describing -narratives
-talk about and explain the meaning of own pictures and print			-describing

General Outcome 3

Manage ideas and information

Cluster:

3.1 Plan and Focus

Specific Outcome:

Focus attention

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-attend to oral, print and other media texts on topics of interest			
-make statements about topics under discussion			

Determine information needs

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-ask questions to satisfy personal curiosity			-questions

Plan to gather information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-suggest ways to gather ideas and information			

Cluster:

3.2 Select and Process

Specific Outcome:

Use a variety of sources

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-seek information from a variety of sources, such as people at school, at home, in the community, picture books, photographs and videos			

Access information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-use illustrations, photographs, video programs, objects and auditory cues, to access information			

Evaluate sources

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-ask questions to make sense of information			-questions

Cluster:

3.3 Organize, Record and Evaluate

Specific Outcome:

Organize information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-categorize objects and pictures according to visual similarities and differences		-comparison -colour -shape -size -numbers	-classifying

Record information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-represent and talk about ideas and information; dictate to a scribe			-describing

Evaluate information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-share new learnings with others			-describing

Cluster:

3.4 Share and Review

Specific Outcome:

Share ideas and information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-share ideas and information about topics of interest			-describing

Review research process

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-share information-gathering experiences			-describing

General Outcome 4

Enhance the clarity and artistry of communication

Cluster:

4.1 Enhance and Improve

Specific Outcome:

Appraise own and others' work

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-make statements related to the content of own and others' pictures, stories or talk			-describing

Revise and edit

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-retell ideas to clarify meaning in response to questions or comments			-summarizing -paraphrasing

Enhance legibility

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-form recognizable letters by holding a pen or pencil in an appropriate and comfortable manner			
-explore the keyboard, using letters, numbers and the space bar			

Expand knowledge of language

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-explore and experiment with new words and terms associated with topics of interest			
-experiment with rhymes and rhythms of language to learn new words			-phonological awareness

Enhance artistry

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-experiment with sounds, colours, print and pictures to express ideas and feelings		-colours -social/emotional	-describing

Cluster:

4.2 Attend to Conventions

Specific Outcome:

Attend to grammar and usage

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-develop a sense of sentence			-syntactic awareness

Attend to spelling

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-hear and identify dominant sounds in spoken words			-phonological awareness
-demonstrate curiosity about visual features of letters and words with personal significance		-letter identification	-print concepts
-connect letters with sounds in words		-letter identification	-phonological awareness
-print own name, and copy environmental print and words with personal significance		-letter identification	

Attend to capitalization and punctuation

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-recognize capital letters and periods in print texts		-letter identification	-print concepts -syntactic awareness
-capitalize first letter of own name		-letter identification	-print concepts

Cluster:

4.3 Present and Share

Specific Outcome:

Present information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-share ideas and information about own drawings and topics of personal interest			-describing

Enhance presentation

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:

-use drawings to illustrate ideas and information, and talk about them			-describing
--	--	--	-------------

Use effective oral and visual communication

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-speak in a clear voice to share ideas and information			

Demonstrate attentive listening and viewing

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-follow one- or two-step instructions		-sequence	-sequencing
-make comments that relate to the topic being discussed			-topic maintenance

General Outcome 5

Respect, support and collaborate with others

Cluster:

5.1 Respect Others and Strengthen Community

Specific Outcome:

Appreciate diversity

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-explore personal experiences and family traditions related to oral, print and other media texts			

Relate texts to culture

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-explore oral, print and other media texts from various communities			

Celebrate accomplishments and events

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-share stories, using rhymes, rhythms, symbols, pictures and drama to celebrate individual and class accomplishments			-phonological awareness -narratives

Use language to show respect

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-use appropriate words, phrases and statements with adults and peers when speaking and listening, sharing and taking turns		-social/emotional	-pragmatics

Cluster:

5.2 Work within a Group

Specific Outcome:

Cooperate with others

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-participate in class and group activities			-pragmatics
-find ways to be helpful to others		-social/emotional	-pragmatics

Work in groups

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-ask and answer questions to determine what the class knows about a topic			-questions -describing
-listen to the ideas of others			-pragmatics

Evaluate group process

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-respond to questions about personal contributions to group process			-questions

Grade 1

General Outcome 1

Explore thoughts, ideas, feelings and experiences

Cluster:

1.1 Discover and Explore

Specific Outcome:

Express ideas and develop understanding

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-share personal experiences that are clearly related to oral, print and other media texts			-narratives -describing
-talk with others about something recently learned			-describing
-make observations about activities, experiences with oral, print and other media texts			

Experiment with language and forms

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-experiment with different ways of exploring and developing stories, ideas and experiences			-narratives

Express preferences

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-express preferences for a variety of oral, print and other media texts			-describing

Set goals

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-choose to read and write for and with others			-pragmatics

Cluster:

1.2 Clarify and Extend

Specific Outcome:

Consider the ideas of others

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-listen and respond appropriately to experiences and feelings shared by others			-pragmatics

Combine ideas

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-group ideas and information into categories determined by an adult		-comparison	-classifying

Extend understanding

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-ask questions to get additional ideas and information on topics of interest			-questions

General Outcome 2

Comprehend and respond personally and critically to oral, print and other media texts

Cluster:

2.1 Use Strategies and Cues

Specific Outcome:

Use prior knowledge

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-use knowledge of how oral language is used in a variety of contexts to construct and confirm meaning			
-use previous experience and knowledge of oral language to make connections to the meaning of oral, print and other media texts		-comparisons	-compare/contrast
-use knowledge of context, pictures, letters, words, sentences, predictable patterns and rhymes in a variety of oral, print and other media texts to construct and confirm meaning		-letter identification	-phonological awareness
-use knowledge of print, pictures, book covers and title pages to construct and confirm meaning		-letter identification	-print concepts -predicting

Use comprehension strategies

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-use language prediction skills to identify unknown words within the context of a sentence	-prediction		-predicting -semantic awareness -syntactic awareness
-use a variety of strategies, such as making predictions, rereading and reading on	-rereading -prediction -reading on		-predicting -comprehension monitoring
-talk about print or other media texts previously read or viewed			-describing -summarizing - paraphrasing
-identify the main idea or topic of simple narrative and expository texts			-main idea -narratives -expository texts
-identify by sight some familiar words from favourite print texts		-letter identification	
-identify high frequency words by sight	-sight word	-letter identification	
-read aloud with some fluency and accuracy, after rehearsal			-phonological awareness

-self-correct when reading does not make sense, using cues such as pictures, context, phonics, grammatical awareness and background knowledge	-cue		-phonological awareness -comprehension monitoring -syntactic awareness -semantic awareness
---	------	--	---

Use textual cues

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-preview book cover, pictures and location of text to assist with constructing and confirming meaning			-predicting -print concepts
-use word boundaries, capital letters, periods, question marks and exclamation marks to assist with constructing and confirming meaning during oral and silent reading		-letter identification	

Use phonics and structural analysis

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-segment and blend sounds in words spoken or heard	-segment -blend		-phonological awareness
-use phonic knowledge and skills to read unfamiliar words in context			-phonological awareness
-use analogy to generate and read phonically regular word families	-word family		-phonological awareness -inference -predicting -classifying
-associate sounds with letters and some letter clusters		-letter identification	-phonological awareness

Use references

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-use a displayed alphabet as an aid when writing	-alphabet	-letter identification	
-use personal word books, print texts and environmental print to assist with writing		-letter identification	
-name and match the upper and lower case forms of letters		-letter identification	

Cluster:

2.2 Respond to Texts

Specific Outcome:

Experience various texts

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-participate in shared listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as poems, storytelling by elders, pattern books, audiotapes, stories and cartoons			-narratives
-illustrate and enact stories, rhymes and songs			-narratives
-remember and retell familiar stories and rhymes			-narratives -paraphrasing

Construct meaning from texts

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-relate aspects of stories and characters to personal feelings and experiences		-social/emotional -comparison	-compare
-retell interesting or important aspects of oral, print and other media texts			-summarizing -describing
-tell or represent the beginning, middle and end of stories			-narratives -describing
-tell, represent or write about experiences similar or related to those in oral, print and other media texts		-comparison	-narratives -describing -compare
-tell what was liked or disliked about oral, print and other media texts	-like -dislike	-social/emotional	

Appreciate the artistry of texts

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-identify how words can imitate sounds and create special effects			-phonological awareness
-experiment with repetition, rhyme and rhythm to create effects in own oral, print and other media texts			-phonological awareness

Cluster:

2.3 Understand Forms, Elements and Techniques

Specific Outcome:

Understand forms and genres

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-distinguish differences in the ways various oral, print and other media texts are organized		-comparison	-contrast
-identify various forms of media texts			-classify

Understand techniques and elements

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-know that stories have beginnings, middles and endings			-narratives
-tell what characters do or what happens to them in a variety of oral, print and other media texts			-narratives

Experiment with language

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-demonstrate interest in repetition, rhyme and rhythm in shared language experiences, such as action songs and word play			-phonological awareness -pragmatics

Cluster:

2.4 Create Original Text

Specific Outcome:

Generate ideas

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-generate and contribute ideas for individual or group oral, print and other media texts			-expository text -narratives -pragmatics

Elaborate on the expression of ideas

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-change, extend or complete rhymes, rhythms and sounds in pattern stories, poems, nursery rhymes and other oral, print and other media texts			-phonological awareness -patterning

Structure texts

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-write, represent and tell brief narratives about own ideas and experiences			-narratives
-recall and retell or represent favourite stories			-summarizing

General Outcome 3

Manage ideas and information

Cluster:

3.1 Plan and Focus

Specific Outcome:

Focus attention

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-explore and share own ideas on topics of discussion and study			-describing -pragmatics
-connect information from oral, print and other media texts to topics of study		-comparison	-compare

Determine information needs

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-ask and answer questions to satisfy information needs on a specific topic			-questions

Plan to gather information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-follow spoken directions for gathering ideas and information			-sequencing

Cluster:

3.2 Select and Process

Specific Outcome:

Use a variety of sources

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-find information on a topic, using a variety of sources, such as picture books, concept books, people and field trips			-expository texts -comprehension monitoring

Access information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-use text features, such as illustrations, titles and opening shots in video programs, to access information			
-use questions to find specific information in oral, print and other media texts			-questions -comprehension monitoring
-understand that library materials are organized systematically			-sequencing

Evaluate sources

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-match information to research needs		-comparison	-classifying -comprehension monitoring

Cluster:

3.3 Organize, Record and Evaluate

Specific Outcome:

Organize information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-identify or categorize information according to sequence, or similarities and differences		-comparison	-classifying
-list related ideas and information on a topic, and make statements to accompany pictures			-describing -main idea

Record information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-represent and explain key facts and ideas in own words			-main idea -paraphrasing

Evaluate information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-recognize and use gathered information to communicate new learning			-describing

Cluster:

3.4 Share and Review

Specific Outcome:

Share ideas and information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-share ideas and information from oral, print and other media texts with familiar audiences			-describing -pragmatics
-answer questions directly related to texts			-questions -main idea

Review research process

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-talk about information- gathering experiences by describing what was interesting, valuable or helpful		-social/emotional	-describing -pragmatics -comprehension monitoring

General Outcome 4

Enhance the clarity and artistry of communication

Cluster:

4.1 Enhance and Improve

Specific Outcome:

Appraise own and others' work

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-ask or respond to questions or comments related to the content of own or others' pictures, stories or talk			-questions -pragmatics

Revise and edit

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-rephrase by adding or deleting words, ideas or information to make better sense			-paraphrasing -comprehension monitoring
-check for obvious spelling errors and missing words			

Enhance legibility

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-print letters legibly from left to right, using lines on a page as a guide			-print concepts
-use appropriate spacing between letters in words and between words in sentences			
-explore and use the keyboard to produce text			

Expand knowledge of language

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-identify and use an increasing number of words and phrases related to personal interests and topics of study			-classifying -semantic awareness
-experiment with letters, sounds, words and word patterns to learn new words			-phonological awareness

Enhance artistry

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:

-use words and pictures to add sensory detail in oral, print and other media texts			-Comprehension monitoring -semantics
--	--	--	---

Cluster:

4.2 Attend to Conventions

Specific Outcome:

Attend to grammar and usage

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-speak in complete statements, as appropriate			-syntactic awareness
-write simple statements, demonstrating awareness of capital letters and periods			-print concepts

Attend to spelling

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-use knowledge of consonant and short vowel sounds to spell phonically regular one syllable words in own writing			-phonological awareness
-spell phonically irregular high frequency words in own writing			-phonological awareness
-use phonic knowledge and skills and visual memory to attempt spelling of words needed for writing			-phonological awareness
-know that words have conventionally accepted spellings			

Attend to capitalization and punctuation

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-capitalize the first letter of names and the pronoun "I" in own writing	-capitalize		
-identify periods, exclamation marks and question marks when reading, and use them to assist comprehension	-period -exclamation mark -question mark		-comprehension monitoring -print concepts

Cluster:

4.3 Present and Share

Specific Outcome:

Present information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-present ideas and information to a familiar audience, and respond to questions			-questions -pragmatics

Enhance presentation

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-add such details as labels, captions and pictures to oral, print and other media texts			-print concepts -narratives

Use effective oral and visual communication

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-speak in a clear voice, with appropriate volume, to an audience			-pragmatics

Demonstrate attentive listening and viewing

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-ask questions to clarify information			-questions -comprehension monitoring
-be attentive and show interest during listening or viewing activities			-pragmatics

General Outcome 5

Respect, support and collaborate with others

Cluster:

5.1 Respect Others and Strengthen Community

Specific Outcome:

Appreciate diversity

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-share personal experiences and family traditions related to oral, print and other media texts			-narratives

Relate texts to culture

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-talk about other times, places and people after exploring oral, print and other media texts from various communities		-comparison	-compare/contrast -describing -narratives

Celebrate accomplishments and events

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-share ideas and experiences through conversation, puppet plays, dramatic scenes and songs to celebrate individual and class accomplishments			-pragmatics

Use language to show respect

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-use appropriate words, phrases and sentences to ask questions, to seek and give assistance, and to take turns			-questions -pragmatics

Cluster:

5.2 Work within a Group

Specific Outcome:

Cooperate with others

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-work in partnerships and groups			-pragmatics
-help others and ask others for help			-questions -pragmatics

Work in groups

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-ask questions and contribute ideas related to class investigations on topics of interest			-questions
-take turns sharing ideas and information			-pragmatics

Evaluate group process

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-recognize personal contributions to group process		-social/emotional	

Grade 2

General Outcome 1

Explore thoughts, ideas, feelings and experiences

Cluster:

1.1 Discover and Explore

Specific Outcome:

Express ideas and develop understanding

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-contribute relevant ideas and information from personal experiences to group language activities			-narratives -describing
-talk about how new ideas and information have changed previous understanding			-describing
-express or represent ideas and feelings resulting from activities or experiences with oral, print and other media texts		-social/emotional	-describing

Experiment with language and forms

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-use a variety of forms of oral, print and other media texts to organize and give meaning to experiences, ideas and information			

Express preferences

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-explain why particular oral, print or other media texts are personal favourites	-favourite		-describing

Set goals

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-recognize and talk about developing abilities as readers, writers and illustrators	-illustrator		

Cluster:

1.2 Clarify and Extend

Specific Outcome:

Consider the ideas of others

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-connect own ideas and experiences with those shared by others		-comparison	-compare

Combine ideas

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-record ideas and information in ways that make sense			

Extend understanding

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-find more information about new ideas and topics			

General Outcome 2

Comprehend and respond personally and critically to oral, print and other media texts

Cluster:

2.1 Use Strategies and Cues

Specific Outcome:

Use prior knowledge

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-use knowledge of how oral and written language is used in a variety of contexts to construct and confirm meaning			
-connect personal experiences and knowledge of words, sentences and story patterns from previous reading experiences to construct and confirm meaning		-comparison	-narratives -compare
-use knowledge of the organizational structures of print and stories, such as book covers, titles, pictures and typical beginnings, to construct and confirm meaning			-print concepts -narratives

Use comprehension strategies

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-use knowledge of oral language to predict words when reading stories and poems			-predicting -phonological awareness -syntactic awareness -semantic awareness
-apply a variety of strategies, such as asking questions, making predictions, recognizing relationships among story elements and drawing conclusions			-questions -predicting -narratives
-identify the main idea or topic and supporting details of simple narrative and expository texts			-main idea -narratives
-identify by sight an increasing number of high frequency words and familiar words from favourite books		-letter identification	
-read aloud with fluency, accuracy and expression			
-figure out, predict and monitor the meaning of unfamiliar words to make sense of reading, using cues such as pictures, context, phonics, grammatical awareness and background knowledge			-predicting -phonological awareness

Use textual cues

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-preview book covers and titles; look for familiar words, phrases and story patterns to assist with constructing and confirming meaning			-print concepts -narratives
-use predictable phrases and sentence patterns, and attend to capital letters, periods, question marks and exclamation marks to read accurately, fluently and with comprehension during oral and silent reading			-predicting

Use phonics and structural analysis

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-apply phonic rules and generalizations to read unfamiliar words in context			-phonological awareness
-apply knowledge of long and short vowel sounds to read unfamiliar words in context			-phonological awareness
-use knowledge of word parts, contractions and compound words to read unfamiliar words in context			-phonological awareness
-associate sounds with some vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context		-letter identification	-phonological awareness

Use references

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-put words in alphabetical order by first letter		-letter identification	-sequencing
-use dictionaries and personal word books to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts		-letter identification	-sequencing

Cluster:

2.2 Respond to Texts

Specific Outcome

Experience various texts

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-engage in a variety of shared and independent listening, reading and viewing experiences, using oral, print and other media texts from a variety of cultural traditions and genres, such as legends, video programs, puppet plays, songs, riddles and informational texts			
-identify favourite kinds of oral, print and other media texts	-favourite	-comparison	
-model own oral, print and other media texts on familiar forms			
-respond to mood established in a variety of oral, print and other media texts		-social/emotional	

Construct meaning from texts

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-connect situations portrayed in oral, print and other media texts to personal and classroom experiences			-describing
-retell the events portrayed in oral, print and other media texts in sequence			-sequencing -summarizing
-suggest alternative endings for oral, print and other media texts			-narratives -describing
-discuss, represent or write about interesting or important aspects of oral, print and other media texts			-describing
-express thoughts or feelings related to the events and characters in oral, print and other media texts		-social/emotional	-describing -narratives

Appreciate the artistry of texts

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-identify and use words and sentences that have particular emotional effects		-social/emotional	-classifying
-identify words in oral, print and other media texts that create clear pictures or impressions of sounds and sights		-comparison	

Cluster:

2.3 Understand Forms, Elements and Techniques

Specific Outcome:

Understand forms and genres

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-recognize that ideas and information can be expressed in a variety of oral, print and other media texts			
-identify and explain the use of various communication technologies			-describing

Understand techniques and elements

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-identify main characters, places and events in a variety of oral, print and other media texts		-comparison	-narratives -classifying
-identify how pictures, illustrations and special fonts relate to and enhance print and other media texts			-print concepts

Experiment with language

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-demonstrate interest in the sounds of words and word combinations in pattern books, poems, songs, and oral and visual presentations			-patterning -phonological awareness

Cluster:

2.4 Create Original Text

Specific Outcome:

Generate ideas

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-use own and respond to others' ideas to create oral, print and other media texts			

Elaborate on the expression of ideas

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-add descriptive words to elaborate on ideas and create particular effects in oral, print and other media texts			-describing

Structure texts

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-create narratives that have beginnings, middles and ends; settings; and main characters that perform actions			-narratives -sequencing
-use traditional story beginnings, patterns and stock characters in own oral, print and other media texts			-narratives -patterning

General Outcome 3

Manage ideas and information

Cluster:

3.1 Plan and Focus

Specific Outcome:

Focus attention

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-relate personal knowledge to ideas and information in oral, print and other media texts		-comparison	-compare

-ask questions to determine the main idea of oral, print and other media texts			-questions -main idea
--	--	--	--------------------------

Determine information needs

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-ask questions to focus on particular aspects of topics for own investigations			-questions

Plan to gather information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-recall and follow directions for accessing and gathering ideas and information			-sequencing

Cluster:

3.2 Select and Process

Specific Outcome:

Use a variety of sources

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-find information on a topic, using a variety of sources, such as simple chapter books, multimedia resources, computers and elders in the community			-expository texts

Access information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-use text features, such as table of contents, key words, captions and hot links, to access information			-expository text -print concepts
-use given categories and specific questions to find information in oral, print and other media texts			-classifying -questions

-use the library organizational system to locate information			-sequencing
--	--	--	-------------

Evaluate sources

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-recognize when information answers the questions asked			-questions -classifying

Cluster:

3.3 Organize, Record and Evaluate

Specific Outcome:

Organize information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-categorize related ideas and information, using a variety of strategies, such as finding significant details and sequencing events in logical order			-classifying -sequencing
-produce oral, print and other media texts with introductions, middles and conclusions	-introduction -middle -conclusion		-expository text

Record information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-record key facts and ideas in own words; identify titles and authors of sources			-paraphrasing

Evaluate information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-examine gathered information to decide what information to share or omit		-comparison	-classifying

Cluster:

3.4 Share and Review

Specific Outcome:

Share ideas and information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-share, with familiar audiences, ideas and information on topics			
-clarify information by responding to questions			-questions

Review research process

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-answer questions, such as "What did I do that worked well?" to reflect on research experiences			-questions

General Outcome 4

Enhance the clarity and artistry of communication

Cluster:

4.1 Enhance and Improve

Specific Outcome:

Appraise own and others' work

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-identify features that make own or peers' oral, print or other media texts interesting or appealing			-classifying

Revise and edit

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-revise words and sentences to improve sequence or add missing information			-vocabulary -syntactic awareness -semantic awareness
-check for capital letters, punctuation at the end of sentences and errors in spelling			-print conventions

Enhance legibility

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-print legibly and efficiently, forming letters of consistent size and shape, and spacing words appropriately		-letter identification	-print concepts
-use margins and spacing appropriately	-margin		-print concepts
-explore and use the keyboard to compose and revise text			

Expand knowledge of language

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-develop categories of words associated with experiences and topics of interest			-classifying -vocabulary
-use knowledge of word patterns, word combinations and parts of words to learn new words			-phonological awareness

Enhance artistry

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-choose words, language patterns, illustrations or sounds to create a variety of effects in oral, print and other media texts			-patterns -phonological awareness -vocabulary

Cluster:

4.2 Attend to Conventions

Specific Outcome:

Attend to grammar and usage

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-write complete sentences, using capital letters and periods	-capital letter -period		-syntactic awareness -semantic awareness
-use connecting words to join related ideas in a sentence	-conjunction		-syntactic awareness -semantic awareness
-identify nouns and verbs, and use in own writing	-nouns -verbs		-classifying -syntactic awareness -semantic awareness
-identify adjectives and adverbs that add interest and detail to stories	-adjectives -adverbs		-classifying -syntactic awareness -semantic awareness

Attend to spelling

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-use phonic knowledge and skills and visual memory to spell words of more than one syllable, high frequency irregular words and regular plurals in own writing			-phonological awareness
-use phonic knowledge and skills and visual memory to attempt spelling of unfamiliar words in own writing			-phonological awareness
-use the conventional spelling of common words necessary for the efficient communication of ideas in writing			

Attend to capitalization and punctuation

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-use capital letters for proper nouns and at the beginning of sentences in own writing	-capital letter	-letter identification	
-use periods and question marks, appropriately, as end punctuation in own writing	-period -question mark -punctuation		
-use commas after greetings and closures in friendly letters and to separate words in a series in own writing			
-identify commas and apostrophes when reading, and use them to assist comprehension			

Cluster:

4.3 Present and Share

Specific Outcome:

Present information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-present ideas and information by combining illustrations and written texts			

Enhance presentation

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-clarify ideas and information presented in own oral, print and other media texts, by responding to questions and comments			-questions

Use effective oral and visual communication

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-speak in a clear voice, with appropriate volume, at an understandable pace and with expression			

Demonstrate attentive listening and viewing

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-ask relevant questions to clarify understanding and to have information explained			-questions
-show enjoyment and appreciation during listening and viewing activities		-social/emotional	-pragmatics

General Outcome 5

Respect, support and collaborate with others

Cluster:

5.1 Respect Others and Strengthen Community

Specific Outcome:

Appreciate diversity

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-discuss the experiences and traditions of various communities portrayed in oral, print and other media texts			-describing
-ask for and provide clarification and elaboration of stories and ideas			-questions -narratives

Relate texts to culture

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-discuss similarities and differences in settings, characters and events in oral, print and other media texts from various communities		-comparison	-compare/contrast -narratives

Celebrate accomplishments and events

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-participate in shared language experiences to acknowledge and celebrate individual and class accomplishments		-social/emotional	-pragmatics

Use language to show respect

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-adjust own language use according to the context, purpose and audience	-context -purpose -audience		-pragmatics

Cluster:

5.2 Work within a Group

Specific Outcome:

Cooperate with others

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-work in a variety of partnerships and group structures			-pragmatics
-identify ways that class members can help each other		-social/emotional	-pragmatics

Work in groups

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-contribute relevant information and questions to extend group understanding of topics and tasks			-questions -pragmatics
-stay on topic during class and group discussions			-topic maintenance -pragmatics

Evaluate group process

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-recognize own and others' contributions to group process			-pragmatics

Grade 3

General Outcome 1

Explore thoughts, ideas, feelings and experiences

Cluster:

1.1 Discover and Explore

Specific Outcome:

Express ideas and develop understanding

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-connect prior knowledge and personal experiences with new ideas and information in oral, print and other media texts		-comparison	-narratives -describing -compare/contrast
-explain understanding of new concepts in own words			-describing
-explore ideas and feelings by asking questions, talking to others and referring to oral, print and other media texts		-social/emotional	-questions -pragmatics

Experiment with language and forms

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-choose appropriate forms of oral, print and other media texts for communicating and sharing ideas with others			-pragmatics

Express preferences

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-choose and share a variety of oral, print and other media texts in areas of particular interest			

Set goals

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-discuss areas of personal accomplishment as readers, writers and illustrators			-narratives -describing

Cluster:

1.2 Clarify and Extend

Specific Outcome:

Consider the ideas of others

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-ask for the ideas and observations of others to explore and clarify personal understanding			-questions -pragmatics -comprehension monitoring

Combine ideas

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-experiment with arranging and recording ideas and information in a variety of ways			

Extend understanding

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-ask questions to clarify information and ensure understanding			-questions -comprehension monitoring

General Outcome 2

Comprehend and respond personally and critically to oral, print and other media texts

Cluster:

2.1 Use Strategies and Cues

Specific Outcome:

Use prior knowledge

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-share ideas developed through interests, experiences and discussion that are related to new ideas and information		-comparison	-describing -narratives -compare
-identify the different ways in which oral, print and other media texts, such as stories, textbooks, letters, picture books and junior dictionaries, are organized, and use them to construct and confirm meaning			-narratives -classifying -print concepts

Use comprehension strategies

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-use grammatical knowledge to predict words and sentence structures when reading narrative and expository materials			-predicting -narratives -expository text -syntactic knowledge -comprehension monitoring
-apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions			-predicting -narratives -inferences -comprehension monitoring
-identify the main idea or topic and supporting details in simple narrative and expository passages			-main idea -narratives -expository text -classifying
-extend sight vocabulary to include predictable phrases and words related to language use			
-read silently with increasing confidence and accuracy			
-monitor and confirm meaning by rereading when necessary, and by applying knowledge of pragmatic, semantic, syntactic and graphophonic cueing systems			-semantic awareness -syntactic awareness -comprehension monitoring -pragmatics

Use textual cues

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-use headings, paragraphs, punctuation and quotation marks to assist with constructing and confirming meaning			-print concepts -syntactic awareness -comprehension monitoring
-attend to and use knowledge of capitalization, commas in a series, question marks, exclamation marks and quotation marks to read accurately, fluently and with comprehension during oral and silent reading			-print concepts

Use phonics and structural analysis

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-apply phonic rules and generalizations competently and confidently to read unfamiliar words in context			-phonological awareness
-apply word analysis strategies to segment words into parts or syllables, when reading unfamiliar words in context			-phonological awareness
-associate sounds with an increasing number of vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context		-letter identification	-phonological awareness

Use references

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-put words in alphabetical order by first and second letter		-letter identification -sequence	-sequencing
-use dictionaries, junior dictionaries and spell-check functions to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts		-letter identification	

Cluster:

2.2 Respond to Texts

Specific Outcome:

Experience various texts

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:

-choose a variety of oral, print and other media texts for shared and independent listening, reading and viewing experiences, using texts from a variety of cultural traditions and genres, such as nonfiction, chapter books, illustrated storybooks, drum dances, fables, CDROM programs and plays			-narratives -expository text
-tell or write about favourite parts of oral, print and other media texts	-favourite	-social/emotional	-describing -paraphrasing -summarizing
-identify types of literature, such as humour, poetry, adventure and fairy tales, and describe favourites	-favourite	-social/emotional	-describing -classifying
-connect own experiences with the experiences of individuals portrayed in oral, print and other media texts, using textual references		-comparison -social/emotional	-narratives -compare

Construct meaning from texts

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-connect portrayals of characters or situations in oral, print and other media texts to personal and classroom experiences		-comparison -social/emotional	-narratives -compare
-summarize the main idea of individual oral, print and other media texts			-main idea -summarizing
-discuss, represent or write about ideas in oral, print and other media texts, and relate them to own ideas and experiences and to other texts		-comparison -social/emotional	-compare -narratives -describing -summarizing -paraphrasing
-make inferences about a character's actions or feelings		-social/emotional	-inferences -narratives
-express preferences for one character over another		-social/emotional	-narratives -compare/contrast

Appreciate the artistry of texts

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-express feelings related to words, visuals and sound in oral, print and other media texts		-social/emotional	-describing -pragmatics
-identify how authors use comparisons, and explain how they create mental images		-comparison	-narratives -describing

Cluster:

2.3 Understand Forms, Elements and Techniques

Specific Outcome:

Understand forms and genres

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-identify distinguishing features of a variety of oral, print and other media texts			-classifying
-discuss ways that visual images convey meaning in print and other media texts			-describing

Understand techniques and elements

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-include events, setting and characters when summarizing or retelling oral, print or other media texts	-events -setting -character		-summarizing -paraphrasing -narratives -classifying
-describe the main characters in terms of who they are, their actions in the story and their relations with other characters	-main character	-comparison	-narratives -describing -classifying -compare/contrast
-identify ways that messages are enhanced in oral, print and other media texts by the use of specific techniques			-classifying -syntactic awareness -semantic awareness

Experiment with language

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-recognize examples of repeated humour, sound and poetic effects that contribute to audience enjoyment		-social/emotional	-phonological awareness -pragmatics -classifying

Cluster:

2.4 Create Original Text

Specific Outcome:

Generate ideas

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts	-brainstorm -outline		-sequencing -narratives

Elaborate on the expression of ideas

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-use sentence variety to link ideas and create impressions on familiar audiences	-variety		-syntactic awareness

Structure texts

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-experiment with a variety of story beginnings to choose ones that best introduce particular stories	-variety		-narratives
-add sufficient detail to oral, print and other media texts to tell about setting and character, and to sustain plot	-setting -character -plot -detail		-narratives -describing

General Outcome 3

Manage ideas and information

Cluster:

3.1 Plan and Focus

Specific Outcome:

Focus attention

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-use self-questioning to identify information needed to supplement personal knowledge on a topic			-questions

-identify facts and opinions, main ideas and details in oral, print and other media texts	-fact -opinion -main idea -detail		-classifying -main idea
---	--	--	----------------------------

Determine information needs

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-ask topic-appropriate questions to identify information needs			-questions -topic maintenance

Plan to gather information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-contribute ideas for developing a class plan to access and gather ideas and information			-sequencing -pragmatics

Cluster:

3.2 Select and Process

Specific Outcome:

Use a variety of sources

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-find information to answer research questions, using a variety of sources, such as children's magazines, CDROMs, plays, folk tales, songs, stories and the environment			-questions

Access information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-use text features, such as titles, pictures, headings, labels, diagrams and dictionary guide words, to access information			-print concepts -inferences

-locate answers to questions and extract appropriate and significant information from oral, print and other media texts			-questions
-use card or electronic catalogues to locate information			

Evaluate sources

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-review information to determine its usefulness in answering research questions	-research		-questions

Cluster:

3.3 Organize, Record and Evaluate

Specific Outcome:

Organize information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-organize ideas and information, using a variety of strategies, such as clustering, categorizing and sequencing			-sequencing -classifying
-draft ideas and information into short paragraphs, with topic and supporting sentences			-topic maintenance

Record information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-record facts and ideas using a variety of strategies; list titles and authors of sources			-print concepts
-list significant ideas and information from oral, print and other media texts			-main idea -summarizing -paraphrasing

Evaluate information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-determine if gathered information is sufficient to answer research questions			-questions -classifying

Cluster:

3.4 Share and Review

Specific Outcome:

Share ideas and information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-organize and share ideas and information on topics to engage familiar audiences			-classifying -topic maintenance -pragmatics
-use titles, headings and visuals to add interest and highlight important points of presentation			-print concepts -pragmatics

Review research process

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-assess the research process, using pre-established criteria	-research		-classifying

General Outcome 4

Enhance the clarity and artistry of communication

Cluster:

4.1 Enhance and Improve

Specific Outcome:

Appraise own and others' work

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-share own oral, print and other media texts with others to identify strengths and ideas for improvement	-improvement -strength		-pragmatics -classifying

Revise and edit

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-combine and rearrange existing information to accommodate new ideas and information			-sequencing
-edit for complete and incomplete sentences	-complete sentence -incomplete sentence		-syntactic awareness

Enhance legibility

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-print legibly, and begin to learn proper alignment, shape and slant of cursive writing	-cursive writing	-letter identification	-print concepts
-space words and sentences consistently on a line and page			-print concepts
-use keyboarding skills to compose, revise and print text			
-understand and use vocabulary associated with keyboarding and word processing			-semantic awareness

Expand knowledge of language

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-explain relationships among words and concepts associated with topics of study		-comparison	-describing -compare/contrast -semantic awareness
-experiment with words and word meanings to produce a variety of effects			-semantic awareness

Enhance artistry

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-choose words, language patterns, illustrations or sounds to add detail and create desired effects in oral, print and other media texts			-patterning -semantic awareness

Cluster:

4.2 Attend to Conventions

Specific Outcome:

Attend to grammar and usage

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-identify a variety of sentence types, and use in own writing			-classifying -syntactic awareness
-identify correct subject–verb agreement, and use in own writing	-subject-verb agreement		-classifying -syntactic awareness
-use adjectives and adverbs to add interest and detail to own writing	-adjectives -adverbs		-syntactic awareness
-distinguish between complete and incomplete sentences	-complete sentences -incomplete sentences		-classifying -syntactic awareness

Attend to spelling

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-use phonic knowledge and skills and visual memory, systematically, to spell phonically regular, three-syllable words in own writing			-phonological awareness
-identify generalizations that assist with the spelling of unfamiliar words, including irregular plurals in own writing			-classifying -syntactic awareness
-identify frequently misspelled words, and develop strategies for learning to spell them correctly in own writing			-classifying

Attend to capitalization and punctuation

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-use capital letters appropriately in titles of books and stories	-capital letter		-print concepts
-use exclamation marks, appropriately, as end punctuation in own writing	-exclamation marks		-syntactic awareness -narratives

-use apostrophes to form common contractions and to show possession in own writing	-apostrophe -contraction -possession		-syntactic awareness -narratives
-identify commas, end punctuation, apostrophes and quotation marks when reading, and use them to assist comprehension	-comma -punctuation -apostrophe -quotation mark		-classifying -comprehension -monitoring -syntactic awareness

Cluster:

4.3 Present and Share

Specific Outcome:

Present information

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-present ideas and information on a topic, using a pre-established plan			-sequencing -topic maintenance -describing -pragmatics

Enhance presentation

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-use print and nonprint aids to illustrate ideas and information in oral, print and other media texts			-print concepts

Use effective oral and visual communication

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-speak or present oral readings with fluency, rhythm, pace, and with appropriate intonation to emphasize key ideas			-pragmatics

Demonstrate attentive listening and viewing

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-rephrase, restate and explain the meaning of oral and visual presentations			-paraphrasing -describing

-identify and set purposes for listening and viewing	-purpose		-classifying
--	----------	--	--------------

General Outcome 5

Respect, support and collaborate with others

Cluster:

5.1 Respect Others and Strengthen Community

Specific Outcome:

Appreciate diversity

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, print and other media texts		-comparison -social/emotional	-compare -describing -narratives
-retell, paraphrase or explain ideas in oral, print and other media texts			-paraphrasing -describing -summarizing

Relate texts to culture

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-identify and discuss similar ideas or topics within stories from oral, print and other media texts from various communities	-community	-comparison	-classifying -describing -compare

Celebrate accomplishments and events

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-use appropriate language to acknowledge and celebrate individual and class accomplishments	-accomplishment	-social/emotional	-pragmatics

Use language to show respect

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-demonstrate respect for the ideas, abilities and language use of others		-social/emotional	-pragmatics

Cluster:

5.2 Work within a Group

Specific Outcome:

Cooperate with others

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-work cooperatively with others in small groups on structured tasks		-social/emotional	-pragmatics
-identify others who can provide assistance, and seek their help in specific situations		-social/emotional	-pragmatics -classifying

Work in groups

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-contribute ideas and information on topics to develop a common knowledge base in the group			-pragmatics
-ask others for their ideas, and express interest in their contributions		-social/emotional	-questions -pragmatics

Evaluate group process

Specific Outcome Statements:	Key Vocabulary:	Basic Concepts:	Other Language:
-assess the effectiveness of group process, using pre-established criteria			-classifying

E. BRACKEN BASIC CONCEPTS AND EXAMPLES:

1. Colour

Specific examples include: red, yellow, green

2. Comparison

Specific examples include: different, equal, identical

3. Shape

Specific examples include: triangle, diagonal, cube

4. Direction/Position

Specific examples include: open, beside, centre

5. Social/Emotional

Specific examples include: happy, excited, healthy

6. Size

Specific examples include: big, shallow, long

7. Texture/Material

Specific examples include: dark, hot, smooth, shiny

8. Quantity

Specific examples include: empty, several, least

9. Time/Sequence

Specific examples include: finished, first, morning

10. Letter Identification

Specific examples include: Aa, Bb, Cc, etc.

11. Numbers/Counting

Specific examples include: 0, 1, 2, 3, etc.

(Bracken, 1998, p. vi-vii)

F. "OTHER LANGUAGE" GLOSSARY

Language Area	Definition
Cause-Effect	One entity, action, or event impacts another.
Classifying	Categorizing or identifying labels for objects or concepts.
Comparing/ Contrasting	Examining similarities and differences between two or more concepts or entities.
Comprehension Monitoring	An individual's ability to be aware of and recognize when a stimuli is not being understood.
Describing	Conveying details of a concept or entity. Describing can be a concrete task where a student is required to talk about obvious features or characteristics. Reasoning can be involved when the student is required to understand the purpose or implication of those features.
Expository Text	"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)
Inferences	When something is not explicitly stated, the ability to draw conclusions from given information or data; "reading between the lines".
Main Idea	All passages possess a central, unifying notion which is supported by details. Students may be required to identify or state this notion.
Narratives	Paul (2007) identifies 3 types of narratives: 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"). Effective narratives involve sequencing and cause-effect language skills; they abide by "story grammar" (i.e., story structure or outline) rules.
Patterning	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).
Paraphrasing	The ability to restate information or ideas in one's own words.

Language Area	Definition
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)
Pragmatics	ASHA (n.d.) lists three areas related to pragmatics: <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) Pragmatics underlie all language, and it is the focus of attention when curriculum objectives specify peer interactions or groups.
Print Concepts	"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)
Problem Solving	The process allowing one to identify or discover solutions to resolve issues or dilemmas.
Procedure	Outlining or following step-by-step directions or instructions in a particular order; related to "sequencing".
Questions	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).
Semantic Awareness	A subset of metalinguistics (i.e., ability to reflect on language) related to 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).
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 pre-determined sequence, "1, 2, 3, etc.").
Summarizing	Condensing a passage into its key information and ideas; often linked to "main idea" and "paraphrasing" language skills.

Language Area	Definition
Syntactic Awareness	A subset of metalinguistics (i.e., ability to reflect on language) related to sentence structure and/or forms; “the ability to manipulate and reflect on the grammatical structure of language” (Cain, 2007, p. 3)
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.