

**Illustrative Examples**  
**for**  
**English Language Arts**

**Kindergarten to Grade 9**

**January 2000**

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<i>Teachers</i>	✓

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**Illustrative Examples**  
for  
**English Language Arts**

**Grade 7**

**January 2000**

## **PREFACE**

The program of studies for English Language Arts Kindergarten to Grade 9 is approved for provincial implementation in September 2000. The prescribed general outcomes and specific outcomes from the program of studies are included in this illustrative examples document. The illustrative examples are not prescribed, but they support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

The general outcome from the program of studies is located at the top of each page. The specific outcomes for Grade 7 are located in the left-hand column of each page, and the illustrative examples are located in the right-hand column of each page.

## **ACKNOWLEDGEMENT**

Alberta Learning would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

## GRADE 7

### General Outcome 1

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



### 1.1 Discover and Explore

Specific Outcomes	Illustrative Examples
<p><b>Express ideas and develop understanding</b></p> <ul style="list-style-type: none"><li>• extend understanding of ideas and information by finding and exploring oral, print and other media texts on related topics and themes</li><li>• express personal understandings of ideas and information based on prior knowledge, experiences with others and a variety of oral, print and other media texts</li><li>• reflect on own observations and experiences to understand and develop oral, print and other media texts</li></ul>	<ul style="list-style-type: none"><li>• While working on the theme of loneliness, a student finds a newspaper article about the loneliness of seniors who live by themselves.</li><li>• Students explore their interest in music, using various media, such as the Internet, song lyrics, entertainment pages of a newspaper, magazines or someone who is an expert.</li><li>• After reading <i>The Trouble with Friends</i>, and while writing in their journals, students reflect on a time when a friendship ended.</li><li>• Students draw an animal, object or coat of arms that represents them and write to explain the relationship between themselves and their symbol.</li><li>• Students design a book jacket for a favourite novel.</li><li>• In partners, students view and discuss the illustrations in such books as <i>The Mysteries of Harris Burdick</i> or <i>The Night Journey</i>, and record their personal responses to them in their journals.</li><li>• Using their knowledge of such family occasions or special events as holidays or celebrations, students write humorous or realistic stories about similar situations.</li></ul>
<p><b>Experiment with language and forms</b></p> <ul style="list-style-type: none"><li>• discuss and respond to ways that content and forms of oral, print and other media texts interact to influence understanding</li></ul>	<ul style="list-style-type: none"><li>• Students, in groups, view a variety of magazine advertisements and brochures. They discuss the images and methods used to attract reader interest. Student 1: This travel brochure's message is that Mexico is hot and relaxing, because it shows people lying on the beach in the Sun. Student 2: This advertisement appeals to someone who knows all about computers, because it lists all the features.</li><li>• Using presentation software, students explore refocusing a commercial about a computer game system to appeal to a different audience; e.g., parents.</li></ul>

## GRADE 7

### General Outcome 1

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



### 1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples
<p><b>Express preferences</b></p> <ul style="list-style-type: none"><li>explore and assess oral, print and other media texts recommended by others</li></ul> <p><b>Set goals</b></p> <ul style="list-style-type: none"><li>use appropriate terminology to discuss developing abilities in personal language learning and use</li></ul>	<ul style="list-style-type: none"><li>A student chooses a novel from a list generated by the class on an electronic bulletin board and says, “I chose this novel because someone said it was easy to read.” After reading a chapter, the student then says, “I don’t like this book, after all. I think I’ll read <i>The Kootenay Kidnapper</i> instead, because I like mysteries.”</li><li>Students decide to read or view and respond to at least one title in each category of a class list of favourite books, movies, magazines, poems and short stories, over the course of the school year.</li><li>In a conference with a peer or teacher, a student uses correct terms to critique his own written work.<ul style="list-style-type: none"><li>I need a stronger closing paragraph to this story.</li><li>The introduction in my story could be more exciting. I want to change it so that it grabs the reader’s attention.</li><li>All my sentences are short. I’m going to try for more variety in length.</li><li>This metaphor is not clear. Maybe I’ll add the word <i>like</i> to make it a simile.</li></ul></li></ul>

## GRADE 7

### General Outcome 1

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



### 1.2 Clarify and Extend

Specific Outcomes	Illustrative Examples						
<p><b>Consider others' ideas</b></p> <ul style="list-style-type: none"> <li>listen and respond constructively to alternative ideas or opinions</li> </ul> <p><b>Combine ideas</b></p> <ul style="list-style-type: none"> <li>use talk, writing and representing to examine, clarify and assess understanding of ideas, information and experiences</li> </ul> <p><b>Extend understanding</b></p> <ul style="list-style-type: none"> <li>talk with others to elaborate ideas, and ask specific questions to seek helpful feedback</li> </ul>	<ul style="list-style-type: none"> <li>A student responds to the opinions of other group members about finding information before starting to plan and design a bridge; e.g., Megan thinks that we should find some photographs of suspension bridges before we build our spaghetti bridges—so do I. Jeff says we could go out and look at the nearby railroad bridge, but I don't think that bridge is flexible enough.</li> <li>While talking with a partner, one student draws a representation of a suspension bridge and says, "I'm not sure if I know what a suspension bridge is, but does it look like this?"</li> <li>As they learn about the geography of Japan, students complete a KWL chart. They use the chart to write, in a learning log, about what they have learned.</li> </ul> <p style="text-align: center;">Topic: Geography of Japan</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th data-bbox="678 1209 915 1276">What I Know</th> <th data-bbox="915 1209 1154 1276">What I Want to Learn</th> <th data-bbox="1154 1209 1393 1276">What I Learned</th> </tr> </thead> <tbody> <tr> <td data-bbox="678 1276 915 1356">Japan is an island.</td> <td data-bbox="915 1276 1154 1356">What is the highest mountain in Japan?</td> <td data-bbox="1154 1276 1393 1356">Japan has a high-density population.</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>While preparing for a debate on whether tobacco companies should advertise at sporting events, a student asks a friend: <ul style="list-style-type: none"> <li>"Do you think my arguments are convincing?"</li> <li>"Do I have enough examples?"</li> <li>"Should I do it in a different order?"</li> <li>"Can you think of any other points?"</li> </ul> </li> </ul>	What I Know	What I Want to Learn	What I Learned	Japan is an island.	What is the highest mountain in Japan?	Japan has a high-density population.
What I Know	What I Want to Learn	What I Learned					
Japan is an island.	What is the highest mountain in Japan?	Japan has a high-density population.					





## GRADE 7

### General Outcome 2

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



### 2.1 Use Strategies and Cues

Specific Outcomes	Illustrative Examples
<p><b>Use prior knowledge</b></p> <ul style="list-style-type: none"> <li>select and focus relevant ideas from personal experiences and prior knowledge to understand new ideas and information</li> <li>use expectations and preferences developed during previous reading experiences to select and read new texts with purpose</li> </ul> <p><b>Use comprehension strategies</b></p> <ul style="list-style-type: none"> <li>identify, connect and summarize in own words the main ideas from two or more sources on the same topic</li> <li>use concept mapping and mental rehearsal to remember main ideas and relevant details</li> <li>adjust reading rate and strategies to account for changes in structural features of texts and complexity of content</li> </ul>	<ul style="list-style-type: none"> <li>Students share stories about lost pets and what they learned from their experiences before reading <i>The Wild Goose</i>.</li> <li>When choosing a library book, a student says, “I remember my Grade 6 teacher reading <i>Children of the Wolf</i>. I’m going to read that book again on my own, and also see if the author has written any others. Do you know of any?”</li> <li>A student likes the suspense in the story <i>Locked in Time</i>, and chooses to read another mystery story, <i>Shadows on the Wall</i>.</li> <li>Students research an unexplained phenomenon, such as the Bermuda Triangle, Stonehenge, crop circles. After reading two or more sources, one student explains how the main idea of each reading supports the concept that there really are phenomenon that cannot be explained.</li> <li>While researching the depletion of rain forests, students watch the television news, read newspaper articles and follow in-depth coverage in news magazines. They write down the key points from each source in their own words.</li> <li>Students storyboard the main events in a ballad, such as <i>The Cremation of Sam McGee</i>.</li> <li>Students use a concept map to remember key points of the chapter “Communicating Our Culture” in the social studies text <i>Culture Quest</i>.</li> <li>In a small group discussion, students talk about appropriate reading rates for different reading materials, such as free choice novels, science textbook pages and newspaper articles. <ul style="list-style-type: none"> <li>Student 1: I read slowly when I’m looking for information.</li> <li>Student 2: I read fast when I don’t care about the details.</li> <li>Student 3: I like to slow down at the really good parts of the story and think about them.</li> <li>Student 4: When I come to a section that has many pictures and tables with lots of colour and different sizes of print, it takes me a few minutes to figure out how to read it.</li> </ul> </li> </ul>

## GRADE 7

### General Outcome 2

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



### 2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p><b>Use textual cues</b></p> <ul style="list-style-type: none"><li>identify and use visual and textual cues, such as numbers, bullets and words; for example, first/then/next, before/after, on the one hand/on the other hand and if/then, that signal organizational patterns in print and other media texts, to enhance understanding of ideas and information</li><li>identify and use, effectively and efficiently, structural features of textbooks, such as tables of contents and indices, to access ideas and information and to read with purpose</li></ul> <p><b>Use phonics and structural analysis</b></p> <ul style="list-style-type: none"><li>apply, flexibly, knowledge of phonics, sight vocabulary, structural analysis, language and context clues, depending on the purpose and rate of reading</li></ul> <p><b>Use references</b></p> <ul style="list-style-type: none"><li>skim and scan reference materials to confirm the spellings or locate the meanings of unfamiliar words</li></ul>	<ul style="list-style-type: none"><li>Students skim the headlines, the captions below photographs and statistics in a newspaper in order to find information quickly about a sporting event.</li><li>Students read a numbered picture sequence to create an origami paper crane.</li><li>While reading directions about how to use a guided reading process or strategy, such as SQ3R—Survey, Question, Read, Recite, Review—students use such signal words as <i>first</i>, <i>then</i> and <i>next</i> to keep track of the correct sequence in which to do things or to retrace their steps when things do not work.</li><li>Students gather a number of books on a topic, such as the Titanic or The Life of Houdini, compare how they are set up and organized, and discuss helpful features for accessing ideas and information.</li><li>When reading a chapter in a social studies text for homework, a student skips over the word <i>inconsequential</i> in the sentence, “The results of the war were inconsequential.” The next day, in class, the student rereads the word and identifies it correctly using phonics, structural analysis and context clues, when the teacher asks if the effects of the war were important.</li><li>The student skims through a novel to find out how to spell the main character’s name.</li><li>Students first check the table of contents and chapter headings for a general idea of the content of a text. They then turn to the index for specific page references for topics or the names of people or places.</li></ul>

## GRADE 7

### General Outcome 2

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



### 2.2 Respond to Texts

Specific Outcomes	Illustrative Examples
<p><b>Experience various texts</b></p> <ul style="list-style-type: none"> <li>experience oral, print and other media texts from a variety of cultural traditions and genres, such as journals, nature programs, short stories, poetry, letters, CDROM programs, mysteries, historical fiction, drawings and prints</li> <li>justify own point of view about oral, print and other media texts, using evidence from texts</li> <li>organize interpretations of oral, print and other media texts around two or three key ideas</li> <li>express interpretations of oral, print and other media texts in another form or genre</li> <li>predict and discuss the consequences of events or characters' actions, based on information in oral, print and other media texts</li> </ul>	<ul style="list-style-type: none"> <li>Students read the novel <i>Winners</i> and watch the movie <i>Spirit Rider</i>, and then use a graphic organizer to compare how the two texts communicate respect for nature and increase awareness of the importance of cultural identity.</li> <li>Students take part in a mock trial to convict or exonerate the character James Ryder in <i>The Adventure of the Blue Carbuncle</i>. They find evidence in the story to support their views of his guilt or innocence.</li> <li>After reading <i>The Hockey Sweater</i>, students in a literature circle discuss the story. <ul style="list-style-type: none"> <li>Student 1: It sure was funny when the mother explained what size sweater the boy needed.</li> <li>Student 2: I liked how all the children wanted to be Maurice Richard.</li> <li>Student 3: I would have never thought to pray for moths—maybe that would help me get rid of my old jacket.</li> </ul> </li> <li>After reading <i>Egyptian Pyramids</i>, a student summarizes the content of the book when saying, “I’d recommend this book, because there was some really interesting information on how the pyramids were built, on what the Pharaohs took to the afterlife and on curses associated with their tombs.”</li> <li>A student writes an illustrated poem about <i>The Fateful Night</i>.</li> <li>While reading <i>Pick-up Sticks</i>, students role play a conversation in which Polly tells her mother to find a full-time job in such a way that emphasizes Polly’s wish for some security.</li> <li>Students role play a conversation that could occur between the narrator of <i>The Hockey Sweater</i> and his mother, after he returns from the church.</li> </ul>

## GRADE 7

### General Outcome 2

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



### 2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
<p><b>Construct meaning from texts</b></p> <ul style="list-style-type: none"><li>• compare the choices and behaviours of characters portrayed in oral, print and other media texts with those of self and others</li><li>• analyze how plot develops; the connection between plot and subplot; and the interrelationship of plot, setting and characters</li><li>• identify and explain conflict, and discuss how it develops and may be resolved</li><li>• develop, clarify and defend own interpretation, based on evidence from the text with support from own experiences</li></ul>	<ul style="list-style-type: none"><li>• Using <i>An Affair of Honor</i>, students relate the experience of the dare to their own personal or vicarious experiences. Student 1: I'd take the dare because my friends would call me a chicken if I didn't. Student 2: That's what happened when my brother didn't want to smoke a cigarette.</li><li>• After reading <i>Johanna</i>, students work in small groups to draw a plot line showing the rising action, climax, falling action and the interrelationship of plot with setting and characters.</li><li>• While reading <i>Shane</i>, students discuss how the subplot of digging up the tree stump complements the main plot.</li><li>• After reading <i>Angel Square</i>, a student identifies the conflict in the novel as being between people of different religions. The student writes, "When Sammy's Dad is injured, Tommy sets out to discover the attacker. This leads to the community coming together and helping each other."</li><li>• When rehearsing a readers' theatre presentation, students experiment with pacing and intonation to interpret the characters that they are portraying.</li><li>• After listening to <i>What Do I Remember of the Evacuation</i>, a student writes in a dialogue journal, "I think the poet as a child was very excited about the evacuation." Another student responds, "You're right. My grandfather not only told me about the excitement and fear of the evacuation but also about his feelings upon returning home."</li></ul>

**GRADE 7**

**General Outcome 2**

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



**2.2 Respond to Texts** (continued)

Specific Outcomes	Illustrative Examples
<p><b>Appreciate the artistry of texts</b></p> <ul style="list-style-type: none"> <li>discuss how techniques, such as colour, shape, composition, suspense, foreshadowing and flashback, are used to communicate meaning and enhance effects in oral, print and other media texts</li> <li>identify and explain the usefulness, effectiveness and limitations of various forms of oral, print and other media texts</li> </ul> <p>(continued)</p>	<ul style="list-style-type: none"> <li>After reading <i>The Night Journey</i>, students discuss how the drawings add to their understanding of the setting of the novel.</li> <li>After reading the first two paragraphs of <i>The Scream</i>, students identify, and discuss with a partner, two effective writing techniques.           <p>Student 1: I like how the author uses foreshadowing at the beginning to get us interested in the story.</p> <p>Student 2: The way Eliza is described makes me wonder how she'll cope in drama class.</p> </li> <li>To share what they have learned about Head-Smashed-In Buffalo Jump, a World Heritage site, students choose to produce a videocassette.           <p>Student 1: In a videocassette, it's effective to use lots of visuals. Good thing we have some posters.</p> <p>Student 2: Maybe we can use some aboriginal music for the background. In order to make the information clear, the audience will need us to speak slowly and clearly.</p> <p>Student 3: During the interview segment, we'll need someone else to hold the camera—hmm ... what will we do to get rid of other noises in the room?</p> <p>Student 4: The camera is good for action shots, but we could do some of our presentation on audiocassette when we are just talking.</p> </li> <li>Students discuss ways to advertise a school concert.           <p>Student 1: Posters would be good if people read them and they don't get torn down.</p> <p>Student 2: We could put the information on the school web site for those who use it.</p> <p>Student 3: I think a letter home will get to most parents.</p> </li> </ul>

## GRADE 7

### General Outcome 2

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



### 2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p><b>Appreciate the artistry of texts</b></p> <ul style="list-style-type: none"><li>reflect on, revise and elaborate on initial impressions of oral, print and other media texts, through subsequent reading, listening and viewing activities</li></ul>	<ul style="list-style-type: none"><li>Students choose a favourite piece of writing from their year's portfolio, and look at it to revise, edit, add, delete or change parts based on new experiences and what they've learned about language.</li><li>Students read the newspaper article "Wild Child Found on Island Off Cuba" in the book <i>The Music of Dolphins</i> before, during and after reading the book. They record their responses to the article in their response journals; e.g.: Before—I wonder if this really happened. What are feral children? How does this connect to the book? During—Now I understand what the article meant about the role of language. After—Mila seems more real to me from what she writes in her journal than in the article.</li></ul>

**GRADE 7**

**General Outcome 2**

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



**2.3 Understand Forms, Elements and Techniques**

Specific Outcomes	Illustrative Examples						
<p><b>Understand forms and genres</b></p> <ul style="list-style-type: none"> <li>identify various forms and genres of oral, print and other media texts, and describe key characteristics of each</li> <li>identify the characteristics of different types of media texts</li> </ul> <p><b>Understand techniques and elements</b></p> <ul style="list-style-type: none"> <li>discuss connections among plot and subplot, main and supporting characters, main idea and theme in a variety of oral, print and other media texts</li> <li>identify the narrator’s perspective, and explain how it affects the overall meaning of a text</li> </ul> <p>(continued)</p>	<ul style="list-style-type: none"> <li>While writing a haiku, a student checks to make sure to include the key characteristics of haiku.               <ul style="list-style-type: none"> <li>Do I have three lines with the right number of syllables in each line?</li> <li>Is my poem about nature?</li> </ul> </li> <li>In an informative speech to the class, one student frames the speech by including the following characteristics:               <ul style="list-style-type: none"> <li>introduction—with attention-grabbing first sentence</li> <li>order of details that is easy to follow</li> <li>appropriate props—with a demonstration</li> <li>effective closing.</li> </ul> </li> <li>Students compare and contrast the characteristics of a situation comedy with those of a soap opera, and record the information on a chart.               <table border="1" data-bbox="646 1129 1474 1339"> <thead> <tr> <th>Sit-Com</th> <th>Both</th> <th>Soap Opera</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>shorter</li> <li>problem solved in 1–2 episodes</li> <li>weekly</li> <li>funnier</li> <li>may have laugh track</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>characters continue from week to week</li> <li>settings stay the same</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>longer</li> <li>many problems that take a long time to be solved</li> <li>daily</li> </ul> </td> </tr> </tbody> </table> </li> <li>After viewing the videocassette <i>Iron Will</i>, students describe in writing the plot—the boy goes into a dog team race to win money to support his family—and the subplot—he needs to build up his physical endurance through training to be in shape for the race.</li> <li>While reading <i>The Cay</i>, students discuss the main theme of interdependency and connect it to the other themes of survival and personal growth.</li> <li>After reading the illustrated version of <i>In Flanders Fields: The Story of the Poem</i>, students discuss how the poet’s feelings led to the illustrated interpretation of the poem. “I see now why we read this poem every Remembrance Day. The poet wanted us to remember those who died for our country.”</li> </ul>	Sit-Com	Both	Soap Opera	<ul style="list-style-type: none"> <li>shorter</li> <li>problem solved in 1–2 episodes</li> <li>weekly</li> <li>funnier</li> <li>may have laugh track</li> </ul>	<ul style="list-style-type: none"> <li>characters continue from week to week</li> <li>settings stay the same</li> </ul>	<ul style="list-style-type: none"> <li>longer</li> <li>many problems that take a long time to be solved</li> <li>daily</li> </ul>
Sit-Com	Both	Soap Opera					
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## GRADE 7

### General Outcome 2

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



### 2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p><b>Understand techniques and elements</b></p> <ul style="list-style-type: none"><li>• identify and explain how narrative hooks, foreshadowing, flashback, suspense and surprise endings contribute to the effectiveness of plot development</li><li>• explain how sound and image work together to create effects in media texts</li></ul> <p><b>Experiment with language</b></p> <ul style="list-style-type: none"><li>• explore surprising and playful uses of language and visuals in popular culture, such as cartoons, animated films and limericks; explain ways in which imagery and figurative language, such as simile, convey meaning</li></ul>	<ul style="list-style-type: none"><li>• After reading the picture book <i>The Name of the Tree: A Bantu Tale</i>, students discuss how the cover provides clues about what will happen in the book.</li><li>• While reading <i>The Orphan Boy</i>, students identify how the illustrator creates suspense by focusing light on one part of the page.</li><li>• While reading the novel <i>Locked in Time</i>, students observe the time difference from the opening paragraphs to the second section, and identify this difference as flashback.</li><li>• After viewing two scenes in the videocassette <i>The Incredible Journey</i>, students discuss the effectiveness of the music, the sound effects and the imagery in these scenes.</li><li>• Students choose background music and sound effects to help listeners visualize the action in a radio play script, and they explain their choices.</li><li>• A student explains how the language and the images in a cartoon work together to make the cartoon amusing.</li><li>• After reading the poem <i>Bike Trail</i>, a student describes what ideas and feelings are explained by the bike trail metaphor.</li><li>• Students listen to a short passage of dialogue and create an illustration depicting the characters and setting.</li></ul>



## GRADE 7

### General Outcome 2

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



### 2.4 Create Original Text

Specific Outcomes	Illustrative Examples
<p><b>Generate ideas</b></p> <ul style="list-style-type: none"> <li>choose appropriate strategies for generating ideas and focusing topics for oral, print and other media texts</li> </ul> <p><b>Elaborate on the expression of ideas</b></p> <ul style="list-style-type: none"> <li>use suspense, exaggeration, foreshadowing, dialogue and description to show rising action and develop conflict</li> </ul> <p><b>Structure texts</b></p> <ul style="list-style-type: none"> <li>create oral, print and other media texts that are unified by point of view, carefully developed plot and endings consistent with previous events</li> <li>create a variety of oral, print and other media texts to explore ideas related to particular topics or themes</li> </ul>	<ul style="list-style-type: none"> <li>After they have generated initial ideas and the first draft of a story or poem, using a strategy such as RAFTS—Role, Audience, Format, Topic, Strong Verb—webbing or a story map, students choose to work with a partner to refine and extend their ideas.</li> <li>When preparing a skit on time management, students brainstorm ideas related to planning ahead, managing resources and dealing with conflicting priorities.</li> </ul> <p>After reading one of the <i>Mysteries to Solve</i>, or a computer program mystery, students write their own mystery stories using dialogue to develop conflict between the detective and other characters.</p> <p>After reading <i>Priscilla and the Wimps</i>, a student writes a letter to a friend about an incident at school that exaggerates the conflict.</p> <p>A student writes a first person mystery narrative with a consistent and believable narrator, and a story line with plausible events and a surprising, but convincing and satisfying, conclusion.</p> <p>In a small group, students create a poster for an ideal country that other students would like to visit. To encourage travelling to this country, they write a radio advertisement and prepare a weather chart for the previous year’s precipitation, and high and low average temperatures.</p> <p>A student writes about a famous painting from the point of view of:</p> <ul style="list-style-type: none"> <li>someone who sees the painting at an art exhibit and interprets its images and meaning</li> <li>a private owner’s attachment to the painting</li> <li>an individual responsible for describing the painting in an art gallery guide book.</li> </ul> <p>After reading <i>A Prairie Alphabet</i>, students create an alphabet book about their own community and share it with younger students.</p>



## GRADE 7

### General Outcome 3

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



### 3.1 Plan and Focus

Specific Outcomes	Illustrative Examples
<p><b>Focus attention</b></p> <ul style="list-style-type: none"><li>consider audience, purpose, point of view and form when focusing topics for investigation</li><li>use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts</li></ul>	<ul style="list-style-type: none"><li>For an upcoming software presentation to a Grade 3 audience on endangered animals, students look for clear and colourful images, sound effects and simple text.</li><li>While listening to a guest speaker talk about the family's immigration to Canada, a student jots down points under headings such as:<ul style="list-style-type: none"><li>why the family came to Canada</li><li>what adjustments did the family have to make</li><li>how did family members make friends.</li></ul></li><li>When reading a chapter in a textbook, students use a graphic organizer, such as webbing of topic headings and subheadings, a KWL chart or a SQ3R—Survey, Question, Read, Recite, Review—chart, to record and organize information.</li></ul>
<p><b>Determine information needs</b></p> <ul style="list-style-type: none"><li>discuss the types and sources of information appropriate for topic, audience, form, purpose and point of view</li></ul>	<ul style="list-style-type: none"><li>Students discuss when they would use a sports magazine, the team's web page, newspaper sports sections, television and radio commentaries, and game broadcasts to talk about the success of their favourite hockey team with their friends who do not like hockey; the coach of the local junior team; a younger sibling who plays hockey; the hockey statistician.</li></ul>
<p><b>Plan to gather information</b></p> <ul style="list-style-type: none"><li>plan and organize data collection based on instructions, explanations and pre-established parameters</li></ul>	<ul style="list-style-type: none"><li>As an introductory research into sharks, groups of students use sticky notes to record single facts about shark habitats, food sources, appearances and types. Each fact is arranged and rearranged onto a large piece of chart paper according to its categories. New categories are added as required.</li></ul>

## GRADE 7

### General Outcome 3

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



### 3.2 Select and Process

Specific Outcomes	Illustrative Examples
<p><b>Use a variety of sources</b></p> <ul style="list-style-type: none"><li>obtain information from a variety of sources, such as adults, peers, advertisements, magazines, lyrics, formal interviews, almanacs, broadcasts and videos, to explore research questions</li></ul> <p><b>Access information</b></p> <ul style="list-style-type: none"><li>use a variety of tools and text features, such as headings, subheadings, topic sentences, summaries, staging and pacing, and highlighting, to access information</li><li>distinguish between fact and opinion, and follow the development of argument and opinion</li><li>scan to locate specific information quickly; summarize and record information useful for research purposes</li></ul>	<ul style="list-style-type: none"><li>In order to compare adolescent lifestyles “Then and Now,” students interview their parents and grandparents, read <i>Thirteen Never Changes</i>, watch a teen videocassette, listen to Frank Sinatra and the Beatles, and look at photographs of their parents and grandparents as teens.</li><li>Students use headings and subheadings in the introductory pages of a telephone directory to find such information as how to use special features of the telephone, how to make a long distance call, how to use directory assistance and how to access help.</li><li>When reading a social studies or science textbook, students read the summaries at the end of each chapter to review and remember what they have read and return, if necessary, to earlier sections in the chapter for clarification.</li><li>Students read a commentary on a topic of interest, summarize the author’s arguments and comment on whether or not they agree or disagree.</li><li>Groups of students read a news article and an editorial from a newspaper on the same topic. They then discuss and compare the presentation of the news story.</li><li>When writing a report on the dangers of cigarette smoking, students scan an article looking for such key words as <i>hazards</i>, <i>disease</i> and <i>second hand smoke</i> and jot down important points.</li><li>A student fast forwards and stops a videocassette to identify and assess the effectiveness of the background music.</li><li>A student scans various web sites to find particular information.</li></ul>

## GRADE 7

### General Outcome 3

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



### 3.2 *Select and Process* (continued)

Specific Outcomes	Illustrative Examples
<p><b>Evaluate sources</b></p> <ul style="list-style-type: none"><li>• use pre-established criteria to evaluate the usefulness of a variety of information sources in terms of their structure and purpose</li></ul>	<ul style="list-style-type: none"><li>• A group gathers information for a study of space. Student 1: This encyclopedia was published in 1989. Is more recent information available? I'm interested in how the Hubble telescope works, and there's not enough information here. Student 2: I've been visiting the space agency web site, and it is updated every 24 hours. They have a camera on Jupiter, but I'm not sure if it's a view from the Hubble telescope.</li><li>• While researching the topic of substance abuse in sport, students use such criteria as accuracy, currency and bias to assess information sources.</li><li>• A student decides that a brochure on healthy living is interesting but does not provide enough detail for a report on the relationship between exercise and heart disease.</li></ul>

## GRADE 7

### General Outcome 3

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



### 3.3 Organize, Record and Evaluate

Specific Outcomes	Illustrative Examples
<p><b>Organize information</b></p> <ul style="list-style-type: none"> <li>organize ideas and information by selecting or developing categories appropriate to a particular topic and purpose</li> <li>produce oral, print and other media texts with well-developed and well-linked ideas and sections</li> </ul> <p><b>Record information</b></p> <ul style="list-style-type: none"> <li>make notes, using headings and subheadings or graphic organizers appropriate to a topic; reference sources</li> <li>reflect on ideas and information to form own opinions with evidence to support them</li> </ul> <p>(continued)</p>	<ul style="list-style-type: none"> <li>When collecting information on Japan, students use graphic organizers, like charts or webs, to arrange information under such categories as food, government, history, education, arts.</li> <li>When writing a report about characteristics of living things, students organize their text in sections such as title page, table of contents, introduction page, information collected from three sources and written in their own words, conclusions linked to what has been learned, and a bibliography.</li> <li>After viewing and discussing a videocassette about the circulatory system, students watch the videocassette again, jot down important points and diagram the major components of the circulatory system.</li> <li>After reading <i>The Midnight Visitor</i>, students cite evidence from the text to explain why Ausable was well-suited to his job.</li> <li>Students discuss their views about smoking after reading pamphlets and articles, viewing a videocassette and listening to a guest speaker.           <p>Student 1: I knew that smoking wasn't good for you, but I didn't know it cost that much.</p> <p>Student 2: Smoking is bad, but I don't think you should force people to quit.</p> <p>Student 3: I don't want to get sick from smoking like that guy in the videocassette.</p> <p>Student 4: I didn't realize it was so hard to quit.</p> </li> </ul>

## GRADE 7

### General Outcome 3

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



### 3.3 Organize, Record and Evaluate (continued)

Specific Outcomes	Illustrative Examples																									
<p>(continued)</p> <p><b>Record information</b></p> <ul style="list-style-type: none"> <li>compare, contrast and combine ideas and information from several sources</li> </ul> <p><b>Evaluate information</b></p> <ul style="list-style-type: none"> <li>assess if the amount and quality of gathered information is appropriate to purpose and audience; address information gaps</li> <li>connect new information with prior knowledge to build new understanding</li> </ul>	<ul style="list-style-type: none"> <li>Students use a chart to compile their information about a topic of study; e.g., the Canada goose.</li> </ul> <table border="1" data-bbox="654 772 1474 940"> <thead> <tr> <th></th> <th>Magazine</th> <th>Text</th> <th>Internet</th> <th>CDROM</th> </tr> </thead> <tbody> <tr> <td>Habitat</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Food</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Mating Ritual</td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Appearance</td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>After reading <i>The Journey of Charles Wayo</i> and viewing <i>The Lion King</i>, students compare and contrast the two; e.g., “One is about a lion, and the other is about a boy. Both are about journeys and survival. Both take place in Africa. One knows where he’s going, the other one doesn’t, but both are successful in the end.”</li> <li>Students write a story for a group of Grade 3 students, using a class-established list of criteria relating to vocabulary, illustrations, book cover and age of audience.</li> <li>When starting a research project, students record personal experiences and knowledge about the topic and then revisit this information as research progresses.</li> <li>A student says, “Tattoos are really popular these days, but I didn’t realize that Ray Bradbury had written a book, <i>The Illustrated Man</i>, about tattoos that move and tell stories. I wonder if that will ever actually happen.”</li> </ul>		Magazine	Text	Internet	CDROM	Habitat					Food					Mating Ritual					Appearance				
	Magazine	Text	Internet	CDROM																						
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## GRADE 7

### General Outcome 3

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



### 3.4 Share and Review

Specific Outcomes	Illustrative Examples
<p><b>Share ideas and information</b></p> <ul style="list-style-type: none"><li>• communicate ideas and information in a variety of oral, print and other media texts, such as reports, autobiographies, brochures and video presentations</li><li>• use appropriate visual, print and/or other media effectively to inform and engage the audience</li></ul> <p><b>Review research process</b></p> <ul style="list-style-type: none"><li>• identify strengths and areas for improvement in personal research skills</li></ul>	<ul style="list-style-type: none"><li>• To promote their school to a Grade 6 group, students create a videocassette that depicts school activities and explains the school name and colours, and they create a brochure that contains information about courses and registration.</li><li>• Students use illustrations, a sound tape, overhead transparencies, a map and a model to support the key points of a presentation on changes to the earth through erosion.</li><li>• A student looks over three or four recently evaluated projects and, based on the comments and marks, describes two strengths of the work and sets improvement goals for the next project.</li></ul>



## GRADE 7

### General Outcome 4

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



#### 4.1 Enhance and Improve

Specific Outcomes	Illustrative Examples
<p><b>Appraise own and others' work</b></p> <ul style="list-style-type: none"><li>• identify particular content features that enhance the effectiveness of published oral, print and other media texts</li><li>• incorporate particular content features of effective texts into own oral, print and other media texts</li></ul> <p><b>Revise and edit</b></p> <ul style="list-style-type: none"><li>• revise introductions, conclusions and the order of ideas and information to add coherence and clarify meaning</li><li>• revise to eliminate unnecessary repetition of words and ideas</li><li>• use paragraphs, appropriately, to organize narrative and expository texts</li></ul>	<ul style="list-style-type: none"><li>• Students read the picture book <i>The Rough-Face Girl</i> and describe how the style and content of the illustrations add to the meaning of the text.</li><li>• Students brainstorm useful features of mathematics texts, such as advance organizers, illustrations and graphics, practice problems, worked examples, review and practise, glossary, and index.</li><li>• To add interest to a radio play, students add music and sound effects to the script.</li><li>• When creating an oral presentation, a student makes an overhead transparency with headings that summarize the main ideas.</li><li>• A student revises the introduction of a report, because the introduction no longer relates clearly to the main points of the conclusion.</li><li>• In revising a poster on the hazards of speeding, a student clarifies the message by increasing the focus on key ideas and eliminating repetitive or extraneous information that detracts from the main purpose.</li><li>• Students write a formal letter to apply for a job as a camp volunteer. In the introduction, they state the purpose for writing. In the next paragraph they explain why they would be suitable for the job. The final paragraph concludes with a statement about references and a contact telephone number.</li><li>• When writing dialogue, students begin a new paragraph with each change of speaker.</li><li>• In describing a scientific experiment, a student puts the key features of the experiment in separate paragraphs.</li></ul>

## GRADE 7

### General Outcome 4

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



#### 4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
<p><b>Enhance legibility</b></p> <ul style="list-style-type: none"> <li>choose and use printing, cursive writing or word processing, depending on the task, audience and purpose</li> <li>identify how the format of documents enhances the presentation of content</li> </ul> <p><b>Expand knowledge of language</b></p> <ul style="list-style-type: none"> <li>identify differences between standard English and slang, colloquialism or jargon, and explain how these differences affect meaning</li> <li>identify and explain figurative and metaphorical use of language in context</li> </ul> <p><b>Enhance artistry</b></p> <ul style="list-style-type: none"> <li>experiment with figurative language, illustrations and video effects to create visual images, provide emphasis or express emotion</li> </ul>	<ul style="list-style-type: none"> <li>Students use word processing software to select suitable font sizes and styles to create different writing looks, such as newspaper name, titles of articles, quotes, items in Grade 1 picture book, thank-you letter, certificates.</li> <li>After viewing the front covers of some newsletters, newspapers and magazines, students identify and comment on the appropriateness of the names, fonts, colours and style for audience appeal.</li> <li>In the letters in <i>Dear Bruce Springsteen</i>, students identify colloquialisms, such as: “Hey, know what I just figured out.” “I’m getting off track.” and “Wicked, eh.” They describe how these phrases add to the personal and conversational tone of the letters and make it seem as though the author knows Bruce Springsteen.</li> <li>When creating a group thank-you letter to a guest speaker, students jot down ideas they want to include and then compose a formal letter.</li> <li>In reading an excerpt from <i>The Slave Dancer</i>, a student says, “When Jessie is dropped into the hold of the ship and is described as ‘a stone cast into a stream, making circles that widened ...’, I understood how dark and crowded that place must be.”</li> <li>When reading the poem <i>Sadness is a Road</i>, a student comments, “I like this metaphor—Sadness is a long, black, lonely thing! I can see the road with nothing or nobody there. It’s so empty and alone.”</li> <li>Students read a selected piece of poetry and choose words and/or phrases to substitute into the poem that are in keeping with the theme.</li> <li>To communicate a particular emotion, students choose magazine illustrations and photographs and create a collage or mosaic.</li> <li>When creating a videocassette presentation, a student starts with a wide angle shot and zooms in on the focus of attention.</li> </ul>

## GRADE 7

### General Outcome 4

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



### 4.2 Attend to Conventions

Specific Outcomes	Illustrative Examples
<p><b>Attend to grammar and usage</b></p> <ul style="list-style-type: none"> <li>• use a variety of subordinate clauses, correctly and appropriately in own writing</li> <li>• use correct subject–verb agreement in sentences with compound subjects</li> <li>• distinguish between formal and informal conventions of oral and written language, and use each appropriately, depending on the context, audience and purpose</li> <li>• identify and use common subjective and objective forms of pronouns, appropriately and correctly in own writing</li> </ul> <p><b>Attend to spelling</b></p> <ul style="list-style-type: none"> <li>• use reference materials to confirm spellings and to solve spelling problems when editing and proofreading</li> <li>• extend spelling vocabulary to include words frequently used in literature, but infrequently used in oral and other media texts</li> </ul> <p>(continued)</p>	<ul style="list-style-type: none"> <li>• Students use subordinate clauses to enhance description and to link ideas that show such things as time relationships, and cause and effect.</li> <li>• In the sentence, “The long line of cars and the bus in the ditch was blocking the flow of traffic.” a student changes the verb was to were.</li> <li>• Using an adventure story as a model, students write a paragraph about a personal adventure. They then rewrite the adventure in plural form as though a friend were taking part.</li> <li>• Students review a rough draft of a letter to parents inviting their attendance at a school function and discuss whether or not the language use is appropriate. They delete language that is too informal and check for style, punctuation and forms of address.</li> <li>• A student uses appropriate language to discuss, with friends and with the teacher, the requirements of a homework assignment.</li> <li>• When students revise work, they look for common errors, such as <i>him and I</i>, <i>Me and my friend</i> and <i>They’s the ones</i>, and make corrections.</li> </ul> <ul style="list-style-type: none"> <li>• As students edit work, they highlight or circle words they think may be wrong or words with which they have trouble. They use such resources as a dictionary, personal spelling list, spell checker, classroom spelling <i>demon</i> chart or a phonetic spelling guide to confirm spellings and make corrections.</li> <li>• As they read, students jot down new words that they could use to add interest and detail to their writing or talking and that they could use for different audiences and particular effects.</li> </ul>

## GRADE 7

### General Outcome 4

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



#### 4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p><b>Attend to spelling</b></p> <ul style="list-style-type: none"><li>• apply specific and effective strategies for learning and remembering the correct spelling of words in own writing</li></ul> <p><b>Attend to capitalization and punctuation</b></p> <ul style="list-style-type: none"><li>• use periods and commas with quotation marks that indicate direct speech in own writing</li><li>• use commas to separate phrases and clauses in own writing</li><li>• use quotation marks to identify information taken from secondary sources in own writing</li></ul>	<ul style="list-style-type: none"><li>• Students develop a personal spelling list, or create a database, to check for words that spell checkers cannot detect; e.g., their, there, they're; to, too, two.</li><li>• The class develops a list of trouble words and posts them on the electronic bulletin board for students to consult when doing their own writing.</li></ul> <ul style="list-style-type: none"><li>• When writing the final copy of a story, students correctly use quotation marks in dialogue.</li><li>• When students use phrases and clauses to combine ideas in their own writing, they use commas to assist the reader in determining meaning.</li><li>• Students use copy/cut/paste functions to revise their writing for clarity, adding commas where appropriate.</li><li>• When beginning a report on injury prevention, a student takes two sentences from a source entitled <i>Working Together to Prevent Injuries</i>. The student uses punctuation to indicate the quotation: "Injury prevention is science ... Attempts at prevention must be straightforward, based on common sense."</li></ul>

## GRADE 7

### General Outcome 4

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



### 4.3 Present and Share

Specific Outcomes	Illustrative Examples									
<p><b>Present information</b></p> <ul style="list-style-type: none"> <li>present ideas and opinions confidently, but without dominating the discussion, during small group activities and short, whole class sessions</li> </ul> <p><b>Enhance presentation</b></p> <ul style="list-style-type: none"> <li>clarify and support ideas or opinions with details, visuals or media techniques</li> </ul> <p><b>Use effective oral and visual communication</b></p> <ul style="list-style-type: none"> <li>identify and use explicit techniques to arouse and maintain interest and to convince the audience</li> </ul>	<ul style="list-style-type: none"> <li>When preparing a group response to a question about the influence of peer pressure on individual decisions and behaviour, students discuss their ideas and opinions, and listen to those of others, to reach a group consensus on the issue.</li> <li>Students use an overhead transparency to illustrate, visually, a comparison of two characters. <table border="1" data-bbox="646 978 1474 1182"> <thead> <tr> <th></th> <th>Character 1</th> <th>Character 2</th> </tr> </thead> <tbody> <tr> <td>Similarities</td> <td> <ul style="list-style-type: none"> <li>– teenager</li> <li>– friendly</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>– teenager</li> <li>– friendly</li> </ul> </td> </tr> <tr> <td>Differences</td> <td> <ul style="list-style-type: none"> <li>– six siblings</li> <li>– likes sports</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>– only child</li> <li>– likes acting</li> </ul> </td> </tr> </tbody> </table> </li> <li>Students use a variety of computer software programs to prepare presentations.</li> <li>In a debate on the topic, “Should we have a longer school week?” a group of students presents a persuasive argument that effectively incorporates several techniques to maintain interest and vary mood and tone: key points with supporting facts; rhetorical questions to reinforce the points; and humour, anecdotes, intonation, pacing and gestures.</li> </ul>		Character 1	Character 2	Similarities	<ul style="list-style-type: none"> <li>– teenager</li> <li>– friendly</li> </ul>	<ul style="list-style-type: none"> <li>– teenager</li> <li>– friendly</li> </ul>	Differences	<ul style="list-style-type: none"> <li>– six siblings</li> <li>– likes sports</li> </ul>	<ul style="list-style-type: none"> <li>– only child</li> <li>– likes acting</li> </ul>
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## GRADE 7

### General Outcome 4

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



### 4.3 Present and Share (continued)

Specific Outcomes	Illustrative Examples
<p><b>Demonstrate attentive listening and viewing</b></p> <ul style="list-style-type: none"><li>• listen and view attentively to organize and classify information and to carry out multistep instructions</li><li>• ask questions or make comments that elicit additional information; probe different aspects of ideas, and clarify understanding</li></ul>	<ul style="list-style-type: none"><li>• Students listen as the teacher explains how the classroom is to be tidied up, what homework is to be done and what should be brought to class the next day.</li><li>• Students list the sound effects and music used to set the scenes on an audiocassette of an old radio mystery.</li><li>• In responding to a classmate's work, students make such comments as:<ul style="list-style-type: none"><li>– I noticed ...</li><li>– I wonder about ...</li><li>– I liked ...</li><li>– I question ...</li><li>– I don't understand ...</li><li>– I felt ...</li><li>– I agree with ...</li><li>– I was surprised by ...</li><li>– I thought ...</li></ul></li></ul>

## GRADE 7

### General Outcome 5

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



### 5.1 Respect Others and Strengthen Community

Specific Outcomes	Illustrative Examples
<p><b>Appreciate diversity</b></p> <ul style="list-style-type: none"><li>• discuss how ideas, people, experiences and cultural traditions are portrayed in various oral, print and other media texts</li><li>• explain how differing perspectives and unique reactions expand understanding</li></ul>	<ul style="list-style-type: none"><li>• Using a novel with a theme that relates to cultural diversity, such as <i>Angel Square</i>, students discuss character development and stereotyping.</li><li>• In a discussion about Remembrance Day, a student who is a recent immigrant from the Netherlands remarks, “Canadian soldiers helped to liberate my country during World War II. Dutch people really are grateful to Canadians.” A fellow student comments, “This is surprising to me. World War II was such a long time ago that I didn’t think it could affect someone’s life today.”</li></ul>
<p><b>Relate texts to culture</b></p> <ul style="list-style-type: none"><li>• identify and discuss recurring themes in oral, print and other media texts from diverse cultures and communities</li></ul>	<ul style="list-style-type: none"><li>• While studying family relationships, students identify the similarities and differences among families in: the videocassette <i>Spirit Rider</i>, the poem <i>Together</i>, the short story <i>The Education of Grandma</i> and the novel <i>The Summer of the Swans</i>.</li></ul>
<p><b>Celebrate accomplishments and events</b></p> <ul style="list-style-type: none"><li>• select and use appropriate form and tone for specific audiences to celebrate special events and accomplishments</li></ul>	<ul style="list-style-type: none"><li>• For a special writing celebration, students prepare appropriate speeches as the introducer, the presenter and the recipient of an award.</li></ul>

## GRADE 7

### General Outcome 5

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



### 5.1 *Respect Others and Strengthen Community* (continued)

Specific Outcomes	Illustrative Examples
<p><b>Use language to show respect</b></p> <ul style="list-style-type: none"><li>demonstrate respect for diverse ideas, cultures and traditions portrayed in oral, print and other media texts</li></ul>	<ul style="list-style-type: none"><li>After reading the first chapter of <i>Winners</i>, students discuss Jordy’s predicament: what it would be like to live in foster homes, to move to a rural area, to live with a grandfather he does not know. They discuss what it would be like if they had to move in with a relative. They begin to understand the complexity of mixing cultures.</li><li>Students write a group thank-you letter to express appreciation to a guest speaker who spoke on an unpopular topic, such as: “Students should wear uniforms” or “Twelve-year-olds should sometimes be tried in adult court.”</li><li>During a debate on whether fast food should be sold in the school cafeteria, a student says, “I agree with you that most kids like French fries, but a baked potato is more healthy.”</li></ul>



## GRADE 7

### General Outcome 5

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



### 5.2 Work Within a Group

Specific Outcomes	Illustrative Examples
<p><b>Cooperate with others</b></p> <ul style="list-style-type: none"><li>• contribute collaboratively in group situations, by asking questions and building on the ideas of others</li><li>• take responsibility for assuming a variety of roles in a group, depending on changing contexts and needs</li></ul>	<ul style="list-style-type: none"><li>• While making a videocassette presentation, students comment. Student 1: We need some shots in the park when it's getting dark to add to the scary feeling. Student 2: Yes, my Dad goes there to run. If I can borrow the camera I could go there tonight. What shots do you think we need?</li><li>• While preparing a group videocassette report for Education Week, students assume the roles of reporter, recorder, camera operator, director and props master. As a disagreement arises, the director says, "Maybe it would be helpful if the reporter stays in one place, because the camera operator is getting dizzy trying to follow with the camera."</li><li>• Even though her role was to record and report, a student acted as a mediator when two people argued about who would be the camera operator.</li></ul>

## GRADE 7

### General Outcome 5

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



### 5.2 Work Within a Group (continued)

Specific Outcomes	Illustrative Examples															
<p><b>Work in groups</b></p> <ul style="list-style-type: none"> <li>contribute ideas, knowledge and questions to establish an information base for research or investigations</li> <li>assist in setting and achieving group goals by inviting others to speak, suggesting alternatives, assigning tasks, sharing resources, following up on others' ideas and listening to a variety of points of view</li> </ul> <p><b>Evaluate group process</b></p> <ul style="list-style-type: none"> <li>evaluate group process and personal contributions according to pre-established criteria to determine strengths and areas for improvement</li> </ul>	<ul style="list-style-type: none"> <li>As an introduction to the study of ecosystems, groups of students compile a list of everything they know about the topic. From the list, students identify which ideas require further research.</li> <li>After reading and studying <i>Locked in Time</i>, students brainstorm culminating activities to share their interpretations of the theme of the novel.</li> <li>In order to produce the play <i>Let Me Hear You Whisper</i>, a group of students decides such things as how the play will be presented, how the character roles will be assigned, who will be the director and who will be the sound director.</li> </ul> <ul style="list-style-type: none"> <li>Using a checklist, students evaluate their individual contributions to group work. <table border="1" data-bbox="688 1247 1442 1409"> <tbody> <tr> <td>• Listened respectfully to others.</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>• Participated by sharing ideas.</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>• Made sure that good ideas were recorded.</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>• Reread our writing in order to make revisions.</td> <td>Yes</td> <td>No</td> </tr> <tr> <td>• Encouraged others to share their ideas.</td> <td>Yes</td> <td>No</td> </tr> </tbody> </table> </li> <li>In a journal entry, students evaluate their individual contributions to group work. <ul style="list-style-type: none"> <li>I worked well today at/with _____ because _____.</li> <li>I did not work well today at/with _____ because _____.</li> <li>A goal for my next group assignment is _____ because _____.</li> </ul> </li> </ul>	• Listened respectfully to others.	Yes	No	• Participated by sharing ideas.	Yes	No	• Made sure that good ideas were recorded.	Yes	No	• Reread our writing in order to make revisions.	Yes	No	• Encouraged others to share their ideas.	Yes	No
• Listened respectfully to others.	Yes	No														
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• Made sure that good ideas were recorded.	Yes	No														
• Reread our writing in order to make revisions.	Yes	No														
• Encouraged others to share their ideas.	Yes	No														

## Grade 7 References

### Illustrative Examples

**Please note:**

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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