The Common Curriculum Framework

for

Bilingual Programming in International Languages

Kindergarten to Grade 12

Western Canadian Protocol for
Collaboration in Basic Education

1999

The Common Curriculum Framework

for

Bilingual Programming in International Languages

Kindergarten to Grade 12

TABLE OF CONTENTS

Western Canadian Protocol Framework for   Table of Contents / **iii**
Bilingual Programming in International Languages
Kindergarten to Grade 12   1999

iv / Table of Contents   Western Canadian Protocol Framework for
                                         Bilingual Programming in International Languages
1999   Kindergarten to Grade 12

ACKNOWLEDGEMENTS

Members of the Western Canadian Protocol for Collaboration in Basic Education Working Group for Languages Other Than English or French wish to thank many others who contributed to the development and review of this document:

- interested individuals and organizations who provided valuable feedback and advice
- the editors and desktop publishers.

The Common Curriculum Framework for Bilingual Programming in International Languages, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education (hereafter called the *Framework*) was developed through the cooperative efforts of the provinces of Alberta, Manitoba and Saskatchewan. It provides a common foundation for bilingual programming across the Western Canadian provinces for students in Kindergarten to Grade 12. **The *Framework* is not intended for the development of curricula for French immersion or bilingual programs in Native languages**.

The term *bilingual programming*★ is used to describe a partial immersion program where English and a second language are both languages of instruction. In bilingual programming, language arts is taught using both languages of instruction. Other subjects are taught either in English or the specific international language. Cultural knowledge, skills and attitudes are often taught using an integrated approach.

The instructional time spent in the specific international language varies from province to province and, sometimes, from program to program. The *Framework* presupposes that the following portions of the instructional day are allocated to instruction in the international language:

- Kindergarten to Grade 6 – 50%
- Grade 7 to Grade 9   – 30%
- Grade 10 to Grade 12   – 20%

★In Western Canada, language programs in which French is the second language of instruction are generally called immersion programs rather than bilingual programs.

BACKGROUND

Bilingual programming is complex and multifaceted. It provides a rich environment for the learning of languages, cultures and subject-area content. Bilingual education strives to provide intensive language learning environments, with the potential for high academic achievement and enriched cultural experiences that maximize student opportunities for learning.

Effective bilingual learning environments are those where:

- the individual and collective needs of students are met
- there is a supportive climate that encourages risk taking and choice
- diversity in learning styles is accommodated
- connections to prior knowledge and experiences are made
- there is exposure to a wide range of excellent models of authentic language
- use of the specific international language is emphasized
- quality multimedia, print and other resources are available and applied in a supportive, meaningful and purposeful manner.

Bilingual programming establishes an environment in which languages are used and needed constantly for purposes of communication, personal satisfaction and learning. Students have numerous opportunities to learn and use language in meaningful, purposeful ways to meet their needs, interests and abilities. In bilingual programming, the delivery of subject-area content, language instruction and cultural information often occurs concurrently, promoting effective language acquisition.

Language learning is an active process that begins at birth and continues throughout life. Language is acquired at various rates throughout a learner's stages of growth. It develops gradually. Students enhance their language abilities by applying their knowledge of language in new and more complex contexts and with increasing sophistication. They reflect on and use prior knowledge to extend and enhance their language knowledge and understanding. Errors are an integral part of the language learning process. By learning, experimenting with, and applying, new language structures and vocabulary to their repertoire, and using them in a variety of contexts, students develop language proficiency.

Most children develop a strong repertoire of language skills in their first language in preschool years. Many of these skills are transferable to the new language learning context that bilingual programming provides. Similarly, in acquiring a new language, students develop new language learning skills that can then be used in their first language. The continuous, concurrent development of first and second language skills, or skills in additional languages, is fostered in bilingual programming. Opportunities for linguistic knowledge and skill development in both languages are maximized.

The development of communication skills is essential in effective bilingual programming. The six skill areas of listening, speaking, reading, writing, viewing and representing contribute to the development of effective communicators. These skills are interrelated and interdependent; facility in one strengthens and supports the others. Proficiency in these language skills involves the development of comprehension and language production. The *Framework* is designed to promote the development of language skills for a wide range of purposes in a wide range of contexts.

The communicative approach in second language instruction emphasizes the importance of communicating a message. In a bilingual program, students require support as they strive to express and understand thoughts, ideas and feelings in two languages. The accuracy of language, oral or written, although important for precision of communication, plays an important role, but one that is secondary to communicating the message. The communicative approach acknowledges the important relationship between accuracy and effective communication, but places slightly less emphasis on accuracy and form.

Language acquisition in bilingual programming is effectively supported by providing students with explicit instruction in language learning strategies. The General Language component of the *Framework* provides a variety of learning outcomes at all levels to promote the acquisition of language learning strategies.
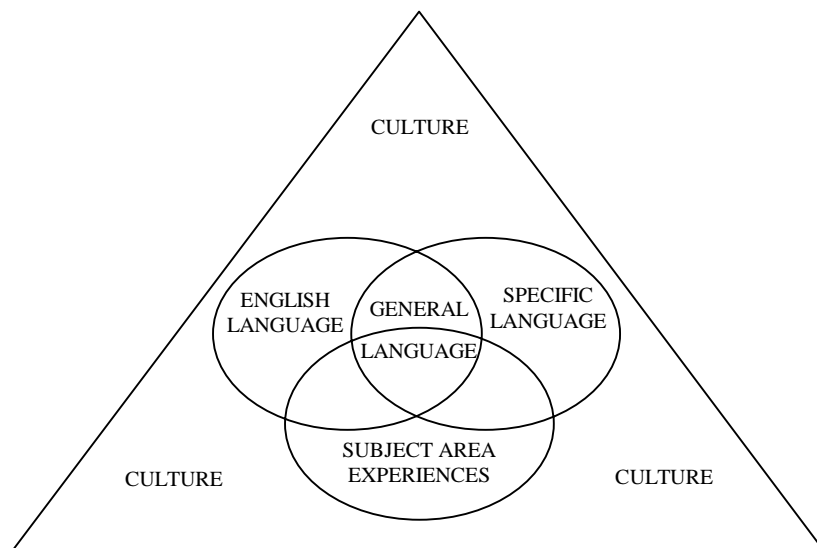
Language and culture are intensely intertwined. Language is a primary means by which cultural information is transmitted; culture influences linguistic form and content. Students in bilingual programming bring to their programs a wide range of cultural backgrounds and experiences. The *Framework* provides opportunities and support for students to explore their own

cultural backgrounds, experiences and identities, as well as those of members of the school community, the local community and cultures from various other areas of the world. The Culture section of the *Framework* examines the dynamic nature of culture through the various perspectives of history, diversity and change. It also provides opportunities for the exploration of similarities and differences among and within world cultures.

Effective participation in the global marketplace, workplace and society requires strong communication skills, interpersonal and team skills, and strong knowledge and understanding of cultures. Bilingual programming provides a rich environment for the development of the essential knowledge, skills and attitudes that promote the development of effective global citizens. The *Framework* has been developed to support the intellectual, social, emotional, creative, linguistic and cultural development of students in bilingual programs.

CONCEPTUAL MAP   The *Framework* reflects the breadth of bilingual programming by providing outcomes for learning language, culture and subject area content. The conceptual map below illustrates the relationship among these components.

CULTURE

ENGLISH LANGUAGE   GENERAL LANGUAGE   SPECIFIC LANGUAGE

LANGUAGE

SUBJECT AREA EXPERIENCES

CULTURE   CULTURE

PURPOSE OF THE
FRAMEWORK

The *Framework* is designed to support curriculum and programming developments in bilingual education in languages other than English. It provides a common foundation for bilingual programming across the Western Canadian provinces.

The *Framework* is designed to assist curriculum writers in developing programming and curricula that meet the needs of students in their respective jurisdictions. During the curriculum development process, users of this document should keep in mind the nature of the languages and cultures of study, and critically review the *Framework* components to determine their suitability within that specific linguistic content.

This document encompasses bilingual programming as a whole. It outlines the essential elements of bilingual programming, highlighting both the uniqueness of bilingual programs and the inherent similarities to unilingual programming.

This *Framework* is a generic document intended to be applicable to the study of most languages. The levels presented are designed to represent the progression of knowledge, skills and attitudes expected of students who have had no prior exposure to the specific language upon entry into Kindergarten. However, students with prior exposure to the specific language can be challenged within this *Framework*.

The *Framework* provides a progression of specific learning outcomes from Kindergarten to Grade 12. Most often, the levels reflect a progression of development intended to match the developmental stages of the students. The specific learning outcomes for each grade reflect the knowledge, skills and attitudes that students are expected to achieve by the end of each grade. Students are expected to demonstrate the specific learning outcomes for the current grade and build upon their prior knowledge and skills from previous grades.

The general and specific learning outcomes established in this document are intended to be delivered in an integrated manner, throughout an entire curricular and extracurricular program. The achievement of the outcomes in bilingual programming is not necessarily the sole responsibility of the specific international language teacher. Outcomes may be achieved through a variety of programming experiences, including those subject areas delivered in English.

FRAMEWORK OVERVIEW

For ease of use, the *Framework* is divided into three major sections:

- Language Arts
- Subject Area Experiences
- Culture.

It is important that the sections be implemented in an integrated manner.

Language Arts

The Language Arts section of the *Framework* is intended to reflect an integrated, interdependent approach to language learning within a bilingual programming context. Language arts in a bilingual context encompasses an English Language component, a General Language component and a Specific Language component.

The English Language component of this *Framework* was developed independently and is available under separate cover as *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*, 1998. It is not included in this document but should be considered an essential component of the *Framework*.

The General Language component in this *Framework* directly parallels the *English Language Arts Framework*. The General Learning Outcomes are the same as those of the *English Language Arts Framework*, but the Specific Learning Outcomes have been adapted and refined for delivery in the specific language. In this manner, both English language instruction and specific language instruction support the development of common language knowledge, skills and attitudes.

The Specific Language component provides a structure for future development and sequencing of the detailed linguistic elements of the specific international language. As well, it includes descriptors of proficiency levels for each grade.

The Specific Language component outlines the linguistic elements that students will need to be able to use the language; the General Language component provides the context and purpose for using the language, and outlines the knowledge, skills and attitudes that students are to develop. The two components should be developed concurrently, so that the language being learned is the language that students will need and be able to apply.

| **Subject Area Experiences** | The Subject Area Experiences section highlights the importance of content-related learnings that are delivered through the medium of the specific language. It provides a framework for the development of the essential linguistic structures and elements that are necessary for students to acquire in order to support and promote success in content-related studies. |

This section also provides a basis for the establishment of the subject areas and/or fields of experience to be studied at each grade level, using the specific language.

Culture

The Culture section fosters the development of essential knowledge, skills and attitudes related to self, the specific international language/culture, the community and the world.

GENERAL LEARNING OUTCOMES

The General Learning Outcomes are broad statements that form the basis of the *Framework*. Each General Learning Outcome outlines the key learnings that each section of the *Framework* is designed to support. The General Learning Outcomes describe the common goals that all students in the Kindergarten to Grade 12 learning sequence are expected to achieve.

Bilingual programming in international languages is designed to promote all-round personal development by fostering social, emotional, moral, intellectual and creative growth. To support this growth and development, the *Framework* is built upon the following eight General Learning Outcomes:

LANGUAGE ARTS: General Language Component

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

2. Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to literary and media texts.

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

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

5. Students will listen, speak, read, write, view and represent to celebrate and build community.

LANGUAGE ARTS: Specific Language Component

6. Students will acquire the specific language to understand and appreciate languages, and to use the specific language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

SUBJECT AREA EXPERIENCES

7. Students will acquire linguistic and subject area knowledge, skills and attitudes.

CULTURE

8. Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

Each General Learning Outcome includes Specific Learning Outcomes that students are to achieve by the end of each grade level. Specific Learning Outcomes are grouped under headings within each of the eight General Learning Outcomes.

Language learning occurs most effectively when students are actively involved in using language for meaningful purposes. In bilingual classrooms, students have the opportunity to acquire two languages that may be applied in achieving the outcomes of a bilingual program.

The Language Arts section in this *Framework* is comprised of two interrelated components:

- General Language component
- Specific Language component.

The General Language component outlines the knowledge, skills and attitudes to be developed, using the specific international language. The General Learning Outcomes in the General Language component directly parallel those of *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12: Western Canadian Protocol for Collaboration in Basic Education*, 1998.

The Specific Language component provides a framework of linguistic elements that students develop in the specific language as well as quantitative descriptions of the levels of proficiency expected in each grade.

This approach focuses all language learning instruction, whether the language of delivery be in English or in the specific language, on the development of the essential knowledge, skills and attitudes that are common to both languages.

GENERAL LANGUAGE COMPONENT

The General Language component has been structured and developed similarly to the *English Language Arts Framework*, but adapted for delivery through the specific international language. The General Language component provides the context and purpose for the development and use of the specific language.

The commonalities with the English Language Arts document facilitate an integrated, contextualized approach to language learning. They also establish the essential language learnings that are common to both English language programming and specific language programming, supporting and promoting a collaborative and integrated approach to language instruction.

The specific learning outcomes established for each grade level are intended to reflect achievement expectations to be demonstrated in the specific language.

General Learning Outcomes

The following five General Learning Outcomes outline the key learnings that the General Language component is designed to support.

General Learning Outcome 1

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

General Learning Outcome 2

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

General Learning Outcome 3

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

General Learning Outcome 4

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

General Learning Outcome 5

Students will listen, speak, read, write, view and represent to celebrate and build community.

1.1 *Discover and Explore*

Kindergarten	Grade 1	Grade 2	Grade 3

Students will be able to:

Kindergarten	Grade 1	Grade 2	Grade 3
• participate in a range of experiences	• express personal experiences and familiar events	• make personal observations and talk about them	• describe personal observations, experiences and feelings
• participate in a range of experiences, and represent these experiences	• listen to and acknowledge experiences and feelings shared by others	• ask for ideas and observations of others to help discover and explore personal understanding	• consider ideas and observations of others to discover and explore personal understanding
• use a variety of forms to explore and express familiar events, ideas and information	• use a variety of forms to explore and express familiar events, ideas and information	• use a variety of forms to organize and give meaning to familiar experiences, ideas and information	• experiment with language to express feelings, and talk about memorable experiences and events
• demonstrate enjoyment of an oral, literary or media text	• express preferences for a variety of oral, literary and media texts	• explain why an oral, literary or media text is a personal favourite	• collect and share favourite oral, literary and media texts
• participate in teacher-led group reading and writing activities, and demonstrate reading and writing behaviours	• participate in reading and writing activities	• choose to read and write	• develop a sense of self as reader, writer and illustrator

General Learning Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 *Discover and Explore*

Grade 4	Grade 5	Grade 6

Students will be able to:

Grade 4	Grade 5	Grade 6
• describe and reflect upon personal observations and experiences to reach tentative conclusions	• use personal experiences as a basis for exploring and expressing opinions and understanding	• use exploratory language to discover own interpretations and share personal responses
• explore connections among a variety of insights, ideas and responses	• seek viewpoints of others to build on personal responses and understanding	• select from ideas and observations of others to develop thinking and understanding
• explore and experiment with a variety of forms of expression for particular personal purposes	• explore and experiment with a variety of forms of expression for particular personal purposes	• explore and experiment with a variety of forms of expression for particular personal purposes
• collect and explain preferences for particular forms of oral, literary and media texts	• review a collection of favourite oral, literary and media texts, and share responses to preferred forms	• assess collection of favourite oral, literary and media texts, and discuss preferences for particular forms
• identify areas of personal accomplishment in language learning and use	• identify and discuss areas of personal accomplishment and areas for enhancement in language learning and use	• assess personal language use, and set personal goals to enhance language learning and use

1.1 *Discover and Explore*

Grade 7	Grade 8	Grade 9
Students will be able to:		
• use exploratory language to discuss and record a variety of opinions and conclusions	• explore diverse ideas to develop conclusions, opinions and understanding	• question and reflect on personal responses and interpretations, and apply personal viewpoints to diverse situations or circumstances
• compare own insights and viewpoints to those of others	• integrate new understanding with previous viewpoints and interpretations	• acknowledge the value of ideas and opinions of others in exploring and extending personal interpretations and viewpoints
• expand self-expression in oral, written and visual forms	• expand self-expression in oral, written and visual forms	• expand self-expression in oral, written and visual forms
• explore oral, literary and media texts recommended by peers	• explore oral, literary and media texts recommended by peers	• explore a variety of oral, literary and media texts other than those of personal preferences
• assess personal language use, and revise personal goals to enhance language learning and use	• use appropriate terminology to discuss developing abilities in personal language learning and use	• self-monitor growth in language learning and use, using predetermined criteria

<div style="border:1px solid black; border-radius:10px; padding:10px;">

General Learning Outcome 1
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

</div>

1.1 *Discover and Explore*

Grade 10	**Grade 11**	**Grade 12**
Students will be able to:		
• recognize the value of exploratory language in discovering and expanding understanding and viewpoints	• summarize and speculate on ideas, observations and opinions of self and others	• speculate on and hypothesize about ideas, observations and opinions
• seek information to add to current understanding	• formulate personal understanding and interpretations	• discuss personal understanding and interpretations
• expand forms of self-expression in oral, written and visual forms	• expand forms of self-expression to include comparative analysis	• expand forms of self-expression
• explore a variety of texts and genres by particular writers, artists, storytellers and filmmakers other than those of personal preferences	• explain the value of pursuing personal preferences for a variety of texts and genres by particular writers, artists, storytellers and filmmakers	• use experiences with a variety of texts and genres by particular writers, artists, storytellers and filmmakers for enjoyment and satisfaction
• demonstrate confidence in personal language learning and use in a variety of formal and informal contexts	• demonstrate self-direction, self-appraisal and open-mindedness in language learning and use	• demonstrate self-direction, self-appraisal and open-mindedness in language learning and use, and recognize self as a lifelong learner

> **General Learning Outcome 1**
> Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.2 *Clarify and Extend*

Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**

Students will be able to:

Kindergarten	Grade 1	Grade 2	Grade 3
• recognize connections between new experiences and prior knowledge	• connect new experiences and information with prior knowledge	• connect new information, ideas and experiences with prior knowledge and experiences	• examine how new experiences, ideas and information connect to prior knowledge and experiences
• explore new experiences and ideas	• describe new experiences and ideas	• explain new experiences and understanding	• explain understanding of new concepts
• group ideas and information to make sense	• group and sort ideas and information to make sense	• arrange ideas and information to make sense	• arrange ideas and information in more than one way to make sense for self and others
• wonder about new ideas and observations	• demonstrate curiosity about ideas and observations to make sense of experiences	• ask basic questions to make sense of experiences	• reflect on ideas and experiences to clarify and extend understanding

General Learning Outcome 1

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

1.2 *Clarify and Extend*

Grade 4	Grade 5	Grade 6
Students will be able to:		
• connect new information and experiences with prior knowledge to construct meaning in different contexts	• reflect on prior knowledge and experiences to arrive at new understanding	• use prior knowledge and experiences selectively to make sense of new information in a variety of contexts
• express new concepts and understanding in own words	• explain personal viewpoints	• explain personal viewpoints in meaningful ways, and revise previous understanding
• organize ideas and information in ways that clarify and shape understanding	• experiment with arranging ideas and information in a variety of ways to clarify understanding	• search for ways to reorganize ideas and information to extend understanding
• ask basic questions to clarify information and develop new understanding	• ask questions to clarify information and develop new understanding	• ask a variety of questions to clarify information and develop new understanding

1.2 *Clarify and Extend*

Grade 7	Grade 8	Grade 9

Students will be able to:

Grade 7	Grade 8	Grade 9
• recognize the value of connecting prior and new knowledge and experiences to shape and extend understanding	• understand the importance of reflecting on prior experiences and knowledge to revise conclusions and understanding	• reflect on new understanding in relation to prior knowledge, and identify gaps in personal knowledge
• summarize and represent personal viewpoints in meaningful ways	• articulate, represent and explain personal viewpoints clearly	• review and refine personal viewpoints through reflection, feedback and self-assessment
• search for ways to reorganize ideas and information to extend understanding	• identify or invent personally meaningful ways of organizing ideas and information to clarify and extend understanding	• structure and restructure ideas and information in personally meaningful ways to clarify and extend understanding
• ask specific and focused questions for elaboration and clarification, and discuss experiences and understanding	• ask specific and focused questions, reconsider initial understanding in light of new information, and listen to diverse opinions and recognize ambiguity	• consider diverse opinions and assess whether new information clarifies understanding

> **General Learning Outcome 1**
> Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.2 *Clarify and Extend*

Grade 10	**Grade 11**	**Grade 12**

Students will be able to:

Grade 10	Grade 11	Grade 12
• analyze connections between new and prior knowledge and ideas to clarify understanding for self and others	• analyze and synthesize connections between new and prior knowledge, ideas and experiences to clarify and shape understanding	• analyze and synthesize connections between new and prior knowledge, ideas and experiences to clarify and shape understanding
• reflect on changing personal viewpoints and anticipate possible consequences	• reflect on changing personal viewpoints and anticipate possible consequences	• reflect critically on changing viewpoints, and identify questions and ideas that merit further thought or reflection
• develop a repertoire of organizational structures to clarify ideas and information and to bring order to own thinking	• expand repertoire of organizational structures to clarify ideas and information and to bring order to own thinking	• use a variety of organizational structures to clarify ideas and information and to bring order to own thinking
• ask discriminating questions to interpret, evaluate and reflect on ideas and information	• explore divergent viewpoints for relevance and validity	• examine and interpret alternative perspectives, and arrive at and articulate new understanding

General Learning Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to literary and media texts.

2.1 *Use Strategies and Cues*

Kindergarten	Grade 1	Grade 2	Grade 3

Students will be able to:

Kindergarten	Grade 1	Grade 2	Grade 3
• make connections between oral language, texts and personal experiences	• make connections between texts, prior knowledge and personal experiences	• make connections between texts, prior knowledge and personal experiences	• make connections between texts, prior knowledge and personal experiences
• recognize and anticipate meaning from familiar print, symbols and images	• ask questions to anticipate meaning, and revise understanding based on further information	• anticipate meaning, recognize relationships and draw conclusions, and use a variety of strategies to confirm understanding	• set a purpose for listening, reading and viewing, make and confirm predictions, inferences and conclusions, and reread to check meaning
• recognize environmental print, symbols and images in context, and recognize own name and personally familiar words	• use textual cues to construct and confirm meaning	• use textual cues to construct and confirm meaning	• use textual cues to construct and confirm meaning
• recognize that text is organized in specific patterns and that text symbols represent sounds, words or ideas	• use syntactic, semantic and graphophonic cues to construct and confirm meaning	• use syntactic, semantic and graphophonic cues to construct and confirm word meaning in context	• use syntactic, semantic and graphophonic cues to construct and confirm word meaning in context
• imitate simple, basic oral second language learning strategies, with teacher guidance	• use simple oral second language learning strategies, with teacher guidance	• use simple oral second language learning strategies	• use simple oral and written second language learning strategies, with teacher guidance

General Learning Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to literary and media texts.

2.1 *Use Strategies and Cues*

Grade 4	Grade 5	Grade 6

Students will be able to:

Grade 4	Grade 5	Grade 6
• make and record connections between personal experiences, prior knowledge and a variety of texts	• make and record connections between personal experiences, prior knowledge and a variety of texts	• make and record connections between personal experiences, prior knowledge and a variety of texts
• confirm or reject inferences, predictions or conclusions based on textual information, and check and confirm understanding by rereading	• use a variety of comprehension strategies to confirm understanding and self-correct	• use comprehension strategies appropriate to the type of text and purpose
• use textual cues to construct and confirm meaning	• use textual cues to construct and confirm meaning	• use textual cues to construct and confirm meaning
• use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning, and use a junior dictionary to determine word meaning in context	• use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning, and use a dictionary to determine word meaning in context	• use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning, and use a dictionary to determine word meaning in context
• use simple oral and written second language learning strategies, with teacher guidance and sometimes independently	• use simple oral and written second language learning strategies, independently and with teacher guidance	• use simple oral and written second language learning strategies, mainly independently

2.1 *Use Strategies and Cues*

Grade 7	Grade 8	Grade 9

Students will be able to:

Grade 7	Grade 8	Grade 9
• make connections between previous experiences, prior knowledge and textual material	• make connections between previous experiences, prior knowledge and textual material and apply them to new contexts	• analyze and explain connections between previous experiences, prior knowledge and textual material
• use comprehension strategies appropriate to the type of text and purpose, and use a variety of strategies to remember ideas	• use a variety of comprehension strategies to make sense of familiar and unfamiliar texts and remember ideas	• use comprehension strategies appropriate to the type of text and purpose, and enhance understanding by rereading and discussing relevant passages
• use textual cues to construct and confirm meaning and interpret texts	• use textual cues to construct and confirm meaning and interpret texts	• use textual cues to construct and confirm meaning and interpret texts
• use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and interpret texts	• use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and interpret texts	• use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and interpret texts
• use basic oral and written second language learning strategies independently	• use a variety of basic oral and written second language learning strategies independently	• use a variety of oral and written second language learning strategies

General Learning Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to literary and media texts.

2.1 *Use Strategies and Cues*

Grade 10	**Grade 11**	**Grade 12**

Students will be able to:

Grade 10	**Grade 11**	**Grade 12**
• analyze and explain connections between diverse experiences, prior knowledge and a variety of texts	• analyze and explain connections between diverse experiences, prior knowledge and a variety of texts	• analyze and explain connections between diverse experiences, prior knowledge and a variety of texts
• use comprehension strategies appropriate to the type of text and purpose, and enhance understanding by rereading and discussing relevant passages	• apply and adjust strategies for comprehending a variety of texts, and use a personal repertoire of strategies to monitor interpretations	• apply and adjust strategies for comprehending a variety of texts, and determine the accuracy of interpretations when paraphrasing and summarizing ideas
• use textual cues and prominent organizational patterns within texts to confirm meaning and interpret texts	• use textual cues, prominent organizational patterns within texts and stylistic techniques to construct and confirm meaning and interpret texts	• use textual cues, prominent organizational patterns within texts and stylistic techniques to construct and confirm meaning and interpret texts
• use appropriate syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and interpret texts	• use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and interpret texts	• use syntactic, semantic and graphophonic cueing systems to construct and confirm meaning and interpret texts
• apply knowledge of second language learning strategies to new contexts with guidance	• apply knowledge of second language learning strategies to new contexts	• apply knowledge of second language learning strategies to a variety of new contexts

> **General Learning Outcome 2**
> Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to literary and media texts.

2.2 *Respond to Texts*

Kindergarten	Grade 1	Grade 2	Grade 3

Students will be able to:

Kindergarten	Grade 1	Grade 2	Grade 3
• participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions	• participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions	• participate in shared listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions	• participate in listening, reading and viewing experiences, using texts from a variety of genres and cultural traditions
• share personal experiences related to oral, literary and media texts, and talk about and represent the actions of people in texts	• share personal experiences related to oral, literary and media texts, and identify choices that people make in texts	• discuss the experiences and traditions of various communities and cultures portrayed in oral, literary and media texts	• describe similarities between experiences and traditions encountered in daily life and those portrayed in oral, literary and media texts
• share feelings evoked by oral, literary and media texts	• share feelings and moods evoked by oral, literary and media texts	• identify and express the feelings of people in oral, literary and media texts	• identify words that form mental images and create mood in oral, literary and media texts

General Learning Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to literary and media texts.

2.2   *Respond to Texts*

Grade 4	**Grade 5**	**Grade 6**

Students will be able to:

Grade 4	Grade 5	Grade 6
• experience texts from a variety of genres and cultural traditions, with and without support	• experience texts from a variety of genres and cultural traditions, and share responses	• seek opportunities to experience texts from a variety of genres and cultural traditions, and explain preferences for particular types of oral, literary and media texts
• identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary and media texts	• identify similarities and differences between personal experiences and the experiences of people from various cultures portrayed in oral, literary and media texts	• compare the challenges and situations encountered in own daily life with those experienced by people in other times, places and cultures as portrayed in oral, literary and media texts
• identify mood evoked by oral, literary and media texts	• identify descriptive and figurative language in oral, literary and media texts	• identify descriptive and figurative language in oral, literary and media texts, and discuss how it enhances understanding of people, places and actions

General Learning Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to literary and media texts.

2.2 Respond to Texts

Grade 7	Grade 8	Grade 9

Students will be able to:

Grade 7	Grade 8	Grade 9
• experience texts from a variety of genres and cultural traditions, and discuss preferences	• experience texts from a variety of genres and cultural traditions, and compare own interests to those of others	• experience texts from a variety of genres and cultural traditions, and explain interpretations of the text
• compare own understanding of people, cultural traditions and values portrayed in oral, literary and media texts to that of others	• discuss how similar ideas, people, experiences and traditions are conveyed in various oral, literary and media texts	• examine how personal experiences, community traditions and Canadian perspectives are presented in oral, literary and media texts
• identify descriptive and figurative language in oral, literary and media texts, and discuss how it enhances understanding of people, places, actions and events	• identify language and visual images that create mood and evoke emotion in oral, literary and media texts	• identify and describe techniques used to create mood in oral, literary and media texts

> **General Learning Outcome 2**
> Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to literary and media texts.

2.2 *Respond to Texts*

	Grade 10	**Grade 11**	**Grade 12**

Students will be able to:

Grade 10	**Grade 11**	**Grade 12**
• experience texts from a variety of genres and cultural traditions, and explain interpretations of the text	• experience texts from a variety of genres and cultural traditions, and explain various interpretations of the same text	• experience a range of texts from a variety of genres and cultural traditions, and consider alternative interpretations and evaluations
• compare the portrayals of people, events or perspectives from a variety of oral, literary and media texts	• compare the themes portrayed in a variety of oral, literary and media texts	• compare the themes and values portrayed in a variety of oral, literary and media texts
• discuss how word choice and supporting details in oral, literary and media texts affect purpose and audience	• examine how word choice in oral, literary and media texts alters and enhances mood or meaning and affects audience	• analyze how word choice and visual images in oral, literary and media texts create a composite meaning and effect

2.3 *Understand Forms and Techniques*

Kindergarten	Grade 1	Grade 2	Grade 3
Students will be able to:			
• distinguish between what is realistic and imaginary in oral, literary and media forms and texts	• recognize different oral, literary and media forms and texts	• recognize that information and ideas can be expressed in a variety of forms and texts	• recognize the distinguishing features of a variety of forms and texts
• develop a sense of story through listening, reading and viewing experiences	• represent the beginning, middle and end of oral, literary and media texts	• relate the beginning, middle and end of oral, literary and media texts	• identify the sequence of events in oral, literary and media texts, the time and place in which they occur and the roles of main characters
• demonstrate curiosity about and experiment with sounds, letters or characters, words and word patterns	• experiment with parts of words or characters, word combinations and word patterns	• explore commonalities in word families to increase vocabulary	• use knowledge of commonalities in word families to increase vocabulary in a variety of contexts
• appreciate the sounds and rhythms of language	• appreciate repetition, rhyme and rhythm in shared language experiences	• demonstrate interest in the sounds of words, word combinations and phrases in oral, literary and media presentations	• identify examples of repeated sounds and poetic effects that contribute to enjoyment, and recognize humour in oral, literary and media texts
• create original oral and media texts	• create basic texts to communicate and demonstrate understanding of basic forms	• create basic texts to communicate and demonstrate understanding of forms and techniques	• create original texts to communicate and demonstrate understanding of forms and techniques

General Learning Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to literary and media texts.

2.3 Understand Forms and Techniques

Grade 4	Grade 5	Grade 6

Students will be able to:

Grade 4	Grade 5	Grade 6
• distinguish similarities and differences between various oral, literary and media forms and texts, such as folk tales, poetry, sculptures, and news and weather reports	• understand and use a variety of oral, literary and media forms and texts, such as poetry, articles and news reports	• recognize key characteristics of various oral, literary and media genres, such as myths, short novels, poetry, drawings and prints
• explain connections between events and roles of main characters in oral, literary and media texts and identify how these texts may influence people's behaviours	• identify key elements, including plot, setting and characterization, and techniques, such as colour, music and speed, in oral, literary and media texts	• examine key elements and techniques in oral, literary and media texts
• build knowledge of word patterns	• expand knowledge of words and word relationships, using a variety of sources	• identify how and why word structures and meaning change, and use accurate word meaning according to context
• recognize how words and word combinations, such as word-play, repetition and rhyme, influence or convey meaning, and recognize that exaggeration can be used to convey humour	• recognize how words and word combinations, such as word-play, repetition and rhyme, influence or convey meaning, and identify ways in which exaggeration is used to convey humour	• experiment with words and sentence patterns to create word pictures
• create original texts to communicate and demonstrate understanding of forms and techniques	• create original texts to communicate and demonstrate understanding of forms and techniques	• create original texts to communicate and demonstrate understanding of forms and techniques

2.3 *Understand Forms and Techniques*

Grade 7	Grade 8	Grade 9
Students will be able to:		
• identify preferences for particular oral, literary and media forms and genres	• demonstrate appreciation for the appropriate use of various forms and genres according to purpose, audience and content	• explain preferences for particular oral, literary and media forms and genres
• examine techniques of plot development in oral, literary and media texts, and explore their impact	• examine techniques of plot development in oral, literary and media texts, and examine how they interact to create effects	• examine techniques of plot development and of persuasion in oral, literary and media texts
• explore factors, such as history, social trends and geographic isolation, that influence word families and the evolution of language	• appreciate variations in language, accent and dialect in communities, regions and countries, and recognize the derivation and use of words, phrases and jargon	• recognize uses and abuses of slang, colloquialism and jargon
• identify surprising and playful uses of language in oral, literary and media texts	• identify creative uses of language in popular culture, and explain how imagery and figures of speech create tone and mood in texts	• examine creative uses of language in popular culture, and recognize how figurative language and techniques create a dominant impression, mood, tone and style
• create original texts to communicate and demonstrate understanding of forms and techniques	• create original texts to communicate and demonstrate understanding of forms and techniques	• create original texts to communicate and demonstrate understanding of forms and techniques

General Learning Outcome 2
Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to literary and media texts.

2.3 *Understand Forms and Techniques*

Grade 10	Grade 11	Grade 12

Students will be able to:

Grade 10	Grade 11	Grade 12
• describe various oral, literary and media forms and genres	• recognize unique characteristics of a variety of oral, literary and media forms and genres	• understand how choice of genre and form affects audience response
• examine how plot, character and setting contribute to an overall theme, and recognize the effectiveness of techniques used in oral, literary and media texts	• analyze how plot, character, setting and mood enhance meaning, and evaluate the effectiveness of techniques used in oral, literary and media texts	• evaluate how elements and techniques are combined to achieve the artist's purpose and desired effect
• recognize uses and abuses of slang, colloquialism and jargon	• recognize the use of archaic language, and examine how word usage evolves over time	• recognize the derivation of specialized and technical language and the role of culture and invention in word creation and usage, such as computer terminology—interface, mainframe, laptop and so on
• analyze ways in which creative uses of language influence thought, emotion and meaning, and identify how symbols are used to represent abstract ideas	• evaluate ways in which creative uses of language develop a personal style, and evaluate the effectiveness of media techniques and devices	• evaluate ways in which creative uses of language develop a personal style, and evaluate the effectiveness of media techniques and devices, such as fades, close-ups and flashbacks
• create original texts, such as editorials, plays, displays, photographs and media presentations, to communicate and demonstrate understanding of forms and techniques	• create original texts, such as biographies, audio or video presentations and photo essays, to communicate and demonstrate understanding of forms and techniques	• create original texts, such as multimedia presentations, artistic representations and personal compositions, to communicate and demonstrate understanding of forms and techniques

3.1 *Plan and Focus*

Kindergarten	Grade 1	Grade 2	Grade 3

Students will be able to:

Kindergarten	Grade 1	Grade 2	Grade 3
• demonstrate personal knowledge of a topic	• contribute personal knowledge of a topic to gather information	• record and share personal knowledge of a topic to identify information needs	• identify and categorize personal knowledge of a topic to determine information needs
• ask commonly used questions to satisfy personal curiosity and information needs in the classroom context	• ask basic questions to satisfy personal curiosity and information needs	• ask questions to understand a topic, and identify information needs	• ask topic-appropriate questions, and identify and communicate information needs
• ask and answer commonly used questions to help satisfy group curiosity and information needs in the classroom context	• ask and answer basic questions to help satisfy group curiosity and information needs on a specific topic	• contribute relevant information and questions to assist in group understanding of a topic or task	• contribute knowledge of a topic in group discussion to assist in group understanding of a topic or task
• listen to and follow simple directions in the classroom context	• listen actively and follow directions for gathering information and ideas	• recall and follow directions for accessing and gathering information	• recall and follow a sequential plan for accessing and gathering information

General Learning Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 *Plan and Focus*

Grade 4	**Grade 5**	**Grade 6**

Students will be able to:

• categorize personal knowledge of a topic to determine information needs	• summarize personal knowledge of a topic in categories to determine information needs	• summarize and focus personal knowledge of a topic to determine information needs
• ask general and specific questions on topics, using predetermined categories	• formulate general and specific questions to identify information needs	• formulate relevant questions to focus information needs
• identify relevant personal knowledge of a topic and possible categories of questions and purposes for group inquiry or research	• share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research	• contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research
• select and use a plan for gathering information	• gather and record information and ideas using a plan	• create and follow a plan to collect and record information

General Learning Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 *Plan and Focus*

Grade 7	Grade 8	Grade 9
Students will be able to:		
• examine personal knowledge of and experiences related to a topic to determine information needs	• determine personal knowledge of a topic to generate possible areas of inquiry or research	• determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research
• formulate, with guidance, a variety of relevant questions on a topic to establish a purpose for seeking information	• formulate, independently, relevant main and subordinate questions on a topic to establish a purpose for gathering information	• develop a variety of focused questions to establish a purpose for gathering information
• contribute to group knowledge of topics to help identify and focus information needs, sources and purposes for group inquiry or research	• contribute ideas, knowledge and questions to help establish group inquiry or research focuses and purposes	• contribute ideas, knowledge and strategies to help identify group information needs and sources
• prepare and use a plan to access information and ideas from a variety of sources, such as teachers, peers, print and nonprint materials and electronic sources	• prepare and use a plan to access, gather and record relevant information in own words from a variety of human, print and electronic sources	• prepare and use a plan to access, gather and evaluate information and ideas from a variety of human, print and electronic sources

General Learning Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 *Plan and Focus*

Grade 10	Grade 11	Grade 12
Students will be able to:		
• use personal expertise and that of others on a topic to determine inquiry or research focus	• reflect on own expertise and information and that of others to identify topic interests, depth of knowledge and information needs for inquiry or research	• reflect on personal understanding and knowledge to determine topic interests, gaps in knowledge and inquiry or research objectives
• develop focused inquiry or research questions to anticipate personal and audience needs on a topic	• formulate and adjust inquiry or research questions to focus a topic and purpose	• develop effective, focused inquiry or research questions
• collaborate to identify group knowledge base and determine inquiry or research topic focus	• collaborate to identify group knowledge base and determine inquiry or research topic focus	• collaborate to determine own knowledge base and that of others, and determine inquiry or research topic focus
• prepare, use and adjust an inquiry or research plan as needed to access relevant information and ideas independently using a variety of methods	• prepare, use and revise an inquiry or research plan, and locate, access and record relevant information from a variety of sources	• prepare, use and revise an inquiry or research plan, and locate, access, evaluate and select relevant information independently from a variety of sources

3.2   *Select and Process*

Kindergarten	Grade 1	Grade 2	Grade 3

Students will be able to:

Kindergarten	Grade 1	Grade 2	Grade 3
• identify self and others as sources of information	• identify and share basic personal knowledge related to experiences	• participate in group discussion to generate information on a topic and to identify sources of additional information	• record and share personal knowledge of a topic
• seek information from others in the classroom context	• seek information from a variety of sources	• answer questions, using oral, visual and print information sources	• access information, using a variety of sources
• recognize when information answers the questions asked	• recognize when information answers the questions asked	• compare gathered ideas and information to personal knowledge	• match information to inquiry or research needs
• use visual and auditory cues to understand ideas and information	• understand that library materials have a specific organizational system, and use visual and auditory cues to make meaning	• use the specific library organizational system to locate information and ideas, use titles to locate information, and use visual and auditory cues to make meaning	• use knowledge of visual and auditory cues and organizational devices to locate and gather information and ideas
• use prior knowledge to make sense of information	• make and check predictions using prior knowledge and oral, visual and written text features to understand information	• make connections between prior knowledge, ideas and information and oral, visual and written text features	• determine main ideas in information using prior knowledge, predictions, connections and inferences

3.2   *Select and Process*

Grade 4	Grade 5	Grade 6

Students will be able to:

• record, select and share personal knowledge of a topic to focus inquiry or research	• record, select and share personal knowledge of a topic to focus inquiry or research	• record personal knowledge of a topic and collaborate to generate information for inquiry or research
• answer inquiry or research questions, using a variety of information sources	• answer inquiry or research questions, using a variety of information sources	• answer inquiry or research questions, using a variety of information sources
• review information to determine its usefulness to inquiry or research needs	• review information to determine its usefulness to inquiry or research needs	• review information to determine its usefulness to inquiry or research needs
• use knowledge of visual and auditory cues and organizational devices to locate and gather a variety of information and ideas	• use a variety of tools to access information and ideas, and use visual and auditory cues to identify important information	• use a variety of tools to access information and ideas, and use visual and auditory cues to gather important information
• determine main and supporting ideas using prior knowledge, predictions, connections, inferences and visual and auditory cues	• recognize organizational patterns of oral, visual and written text, and skim, scan and listen for key words and phrases	• use organizational patterns of oral, visual and written text to construct meaning, and skim, scan and read closely to gather information

General Learning Outcome 3

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

3.2   *Select and Process*

Grade 7	**Grade 8**	**Grade 9**

Students will be able to:

Grade 7	Grade 8	Grade 9
• select and organize personal and peer knowledge of a topic to establish an information base for inquiry or research	• access, record and appraise personal and peer knowledge and understanding of a topic to establish an information base for inquiry or research	• access, record and appraise personal and peer knowledge of a topic, and evaluate it for breadth and depth to establish an information base for inquiry or research
• extend inquiry and research questions, using a variety of information sources	• distinguish between fact and opinion when inquiring or researching using a variety of information sources	• obtain information and varied perspectives when inquiring or researching using a range of information sources
• use pre-established criteria to evaluate the currency, usefulness and reliability of information sources in answering inquiry or research questions	• develop and use criteria for evaluating information sources for a particular inquiry or research plan	• evaluate information sources for possible bias using criteria designed for a particular inquiry or research plan
• expand and use a repertoire of skills, including visual and auditory, to access information and ideas from a variety of sources	• recall, expand and use a variety of skills, including visual and auditory, to access information and ideas from a variety of sources	• expand and use a variety of skills, including visual and auditory, to access information and ideas from a variety of sources
• determine literal and implied meaning of oral, visual and written texts, using a variety of strategies and cues	• construct meaning using direct statements, implied meaning and inferences, and adjust rate of reading or viewing according to purpose, topic, density of information and organizational patterns of text	• identify a variety of factors, such as organizational patterns of text, page layouts, font styles, colour, voice-over and camera angle, that affect meaning, scan to locate specific information quickly, and summarize, report and record main ideas of extended oral, visual and written texts

General Learning Outcome 3
Students will listen, speak, read, write, view and represent to manage ideas and information.

3.2 *Select and Process*

Grade 10	Grade 11	Grade 12

Students will be able to:

Grade 10	Grade 11	Grade 12
• access, record and appraise personal expertise on an inquiry or research topic, and initiate inquiry or research, using pre-established criteria	• access, record and appraise personal expertise on an inquiry or research topic, and focus inquiry or research according to pre-established organization of a project	• identify personal knowledge of a topic and design projects to generate additional knowledge and ideas
• identify a range of diverse information sources to satisfy inquiry or research needs	• identify a range of information sources on an inquiry or research topic	• identify a range of diverse forms of information sources to satisfy information needs
• evaluate the quality of information sources and perspectives for a particular inquiry or research plan	• evaluate the reliability and credibility of information sources	• evaluate potential information sources for breadth, depth, reliability, validity and accessibility
• expand and use a variety of skills to access information and ideas from a variety of sources	• use a combination of information retrieval knowledge and skills for particular topics and purposes, and expand and use a variety of skills to access information and ideas from a variety of sources	• use information retrieval knowledge and skills to access and make sense of information, and create personalized strategies to accomplish a task based on time available and depth of topic
• identify a variety of factors that affect meaning, and use effective listening, reading and viewing techniques	• identify and analyze a variety of factors that affect meaning, skim and scan for required information, and use effective listening, reading and viewing techniques	• identify and analyze a variety of factors that affect meaning, and listen, read and view actively for themes, main ideas and supporting details of speakers and writers

3.3 *Organize, Record and Assess*

Kindergarten	Grade 1	Grade 2	Grade 3

Students will be able to:

Kindergarten	Grade 1	Grade 2	Grade 3
• categorize objects and visuals according to similarities and differences	• identify and categorize information according to similarities, differences and sequences	• categorize related information and ideas, using a variety of strategies	• organize and explain information and ideas, using a variety of strategies, such as clustering, categorizing and sequencing
• represent and share information and ideas, and compose with a scribe	• represent and express key facts and ideas in visual form or with words	• record key facts and ideas in own words, and identify titles and writers of sources	• record facts and ideas, using a variety of strategies, and list authors and titles of sources
• share information gathered on a specific topic	• use gathered information as a basis for communication	• examine gathered information to decide what information to share or omit	• determine whether collected information is sufficient or inadequate for established purpose
• participate in information-gathering experiences	• recall, share and record information-gathering experiences in visual or text form	• recall, discuss and record information-gathering experiences	• use gathered information and questions to review and add to knowledge

3.3 *Organize, Record and Assess*

Grade 4	Grade 5	Grade 6

Students will be able to:

Grade 4	Grade 5	Grade 6
• organize information and ideas in logical sequences, using a variety of strategies	• organize information and ideas into categories, using a variety of strategies	• organize information and ideas, using a variety of strategies and techniques
• record facts and ideas, using a variety of strategies, and list authors and titles of sources	• make notes of key words, phrases and images by subtopics, and cite authors and titles of sources appropriately	• record information in own words, and cite authors and titles appropriately and provide publication dates of sources
• examine collected information to identify categories or aspects of a topic that need more information	• recognize gaps in the information gathered and locate additional information needed	• recognize gaps in the information gathered and locate additional information needed for a particular form, audience and purpose
• use gathered information and questions to review and add to knowledge, and consider new questions regarding the inquiry or research process and content	• determine information needs during the inquiry or research process, and discuss and assess inquiry or research experiences and skills	• assess knowledge gained through the inquiry or research process, and form personal conclusions and generate new questions for further inquiry or research

Western Canadian Protocol Framework for
Bilingual Programming in International Languages Framework
Kindergarten to Grade 12

General Outcome 3 / **41**

1999

3.3   *Organize, Record and Assess*

Grade 7	**Grade 8**	**Grade 9**

Students will be able to:

Grade 7	Grade 8	Grade 9
• organize information and ideas in order of priority according to topic and task requirements	• organize information and ideas by selecting or developing categories appropriate to a particular topic and purpose	• organize information and ideas by developing and selecting appropriate categories and organizational structures
• make notes in point form, summarizing major ideas and supporting details, and reference sources	• make notes using headings and subheadings or graphic organizers appropriate to a topic, and reference sources	• summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions, and reference sources
• recognize gaps in the information gathered and locate additional information needed for a particular form, audience and purpose	• assess the appropriateness of the amount and quality of information collected, and recognize and address information gaps for particular forms, audiences and purposes	• distinguish between main and supporting information to evaluate usefulness, relevance and completeness, and address information gaps for particular forms, audiences and purposes
• assess knowledge gained through the inquiry or research process, and form personal conclusions and generate new questions for further inquiry or research	• organize new information and connect it to prior knowledge, and reflect on the impact of new information on the inquiry or research process	• reflect on new knowledge and its value to self, and determine personal inquiry and research strengths and learning goals

3.3 *Organize, Record and Assess*

Grade 10	**Grade 11**	**Grade 12**

Students will be able to:

• organize and reorganize information and ideas in a variety of forms for different purposes	• develop flexibility and independence in organizing information and ideas, using a variety of strategies	• organize information and ideas according to topic, purpose, form of presentation and final product
• record information and ideas, using a variety of organizational structures appropriate to purpose, and reference sources	• record and summarize facts and information from a variety of sources, and reference sources	• record and summarize information and perspectives from a variety of sources and presentation forms
• evaluate collected information for completeness, accuracy, relevance and effectiveness, and address information gaps for particular forms, audiences and purposes	• evaluate collected information for completeness, accuracy, currency and relevance for particular forms, audiences and purposes	• evaluate collected information for completeness, accuracy, currency, relevance and effectiveness for particular forms, audiences and purposes
• integrate new information with prior knowledge to form new ideas, and reflect on implications of inquiry or research methods and conclusions	• synthesize a variety of perspectives, and consider alternative methods of reaching inquiry or research goals	• evaluate the contribution of new information to personal knowledge base, and self-assess inquiry, research, authoring and presentation skills

Western Canadian Protocol Framework for
Bilingual Programming in International Languages Framework
Kindergarten to Grade 12

General Outcome 3 / **43**

1999

General Learning Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 *Generate and Focus*

Kindergarten	Grade 1	Grade 2	Grade 3

Students will be able to:

Kindergarten	Grade 1	Grade 2	Grade 3
• share or demonstrate ideas from personal experiences	• contribute ideas from personal experiences for oral, written and visual texts	• generate and contribute ideas on particular topics for oral, written and visual texts	• generate and contribute ideas on particular topics for oral, written and visual texts
• participate in shared oral, literary and media experiences	• share ideas and experiences, using simple forms in the classroom context	• share ideas and experiences, using various forms for particular audiences	• use a variety of forms for particular audiences and purposes
• recognize that ideas expressed in oral language can be represented and recorded	• organize visuals and familiar print to express ideas and tell stories	• organize visuals and print to express ideas and tell stories	• order ideas to create a beginning, middle and end in own oral, written and visual texts

4.1 *Generate and Focus*

Grade 4	Grade 5	Grade 6
Students will be able to:		
• generate and contribute ideas on particular topics for oral, written and visual texts, using a variety of strategies	• focus a topic for oral, written and visual texts, using a variety of strategies	• focus a topic for oral, written and visual texts, using a variety of strategies
• use a variety of forms, such as simple reports, illustrations and role-plays of characters and situations, for particular audiences and purposes	• use a variety of forms, such as puppet plays, readers' theatre and murals, for particular audiences and purposes	• use a variety of forms, such as dance, murals and narrative stories, for particular audiences and purposes
• develop and arrange ideas in own oral, written and visual texts, using organizers	• develop and arrange ideas in own oral, written and visual texts, using a variety of organizers	• use listening, reading and viewing experiences as models for organizing ideas in own oral, written and visual texts

General Learning Outcome 4

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

4.1 *Generate and Focus*

Grade 7	Grade 8	Grade 9

Students will be able to:

Grade 7	Grade 8	Grade 9
• experiment with various ways to generate ideas and focus a topic	• consider form and audience when generating ideas and focusing a topic	• use a variety of techniques to generate and select ideas for oral, written and visual texts
• select and compose, using specific forms that serve various audiences and purposes	• compose, using specific forms to match content, audience and purpose	• compose, using specific forms to match content, audience and purpose
• identify and use appropriate organizational patterns in own oral, written and visual texts	• identify and use a variety of organizational patterns in own oral, written and visual texts, and compose effective introductions and conclusions	• identify and use a variety of organizational patterns in own oral, written and visual texts, and use effective transitions

General Learning Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.1 *Generate and Focus*

Grade 10	Grade 11	Grade 12
Students will be able to:		
• synthesize ideas from personal experiences and other sources to focus a topic	• generate, evaluate and select ideas to achieve personal communication purposes, and choose a form appropriate to audience and purpose	• consider personal needs and topic, purpose and audience when generating ideas
• use a variety of forms to match content, audience and purpose	• use and adapt a variety of forms to match content, audience and purpose	• use a variety of forms appropriate to identified content, audience and purpose
• experiment with more than one organizational structure for own oral, written and visual texts	• use organizational structures and techniques encountered in listening, reading and viewing experiences to enhance own oral, written and visual texts	• understand the importance of organizing oral, written and visual texts to achieve purposes

General Learning Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

Kindergarten	Grade 1	Grade 2	Grade 3
Students will be able to:			
• participate in the sharing of own creations and those of others	• talk about own creations and those of others, using basic, commonly-used expressions	• talk about own creations and those of others, using commonly-used expressions	• share own stories and creations with peers, and respond to questions or comments
• express lack of understanding	• ask basic questions to clarify meaning	• retell to clarify ideas	• revise own ideas to accommodate new ideas and information
• trace and copy letters or characters, and recognize letter or character keys on the keyboard	• form recognizable letters or characters, and use letters or characters and basic keys on the keyboard	• strive for consistency in letter or character size and shape, print letters or create characters in correct direction, and explore and use the keyboard to produce text	• print or write letters or create characters legibly, developing a personal style, and space words or characters appropriately
• use familiar words to describe ideas	• use familiar words or simple sentences to describe ideas	• experiment with words and sentence patterns, with support	• experiment with words and simple sentence patterns
• use visuals to express ideas, feelings and information	• use familiar words with visuals to express ideas, feelings and information	• combine illustrations and simple written texts to express ideas, feelings and information	• combine illustrations and written texts to express ideas, feelings and information

General Learning Outcome 4

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

4.2   Enhance and Improve

Grade 4	Grade 5	Grade 6

Students will be able to:

Grade 4	Grade 5	Grade 6
• share own stories and creations in various ways, and obtain feedback from others	• share own stories and creations in various ways, and give support and offer feedback to peers, using pre-established criteria	• share own stories and creations in various ways with peers, and give support and offer feedback to peers, using pre-established criteria
• revise to focus on main ideas and relevant information	• revise to create an interesting impression and check for sequence of ideas	• revise for content, organization and clarity
• write legibly, using a handwriting style that is consistent in alignment, shape and spacing, and experiment with the use of templates and familiar software when composing and revising	• write legibly, and use word processing when composing and revising	• write legibly and at a pace appropriate to context and purpose when composing and revising, and select and use a variety of design elements, such as spacing, graphics, titles and headings, when appropriate
• select from a range of word choices, and use simple sentence patterns to communicate ideas and information	• choose descriptive language and sentence patterns to clarify and enhance ideas	• choose descriptive language, and use varied sentence lengths and structures to clarify and enhance ideas
• prepare neat and organized compositions, reports and charts that engage the audience	• prepare organized compositions and reports, using sound effects and visuals, such as graphs, charts and diagrams, that engage the audience	• prepare organized compositions, presentations, reports and inquiry or research projects, using templates or pre-established organizers

General Learning Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2   *Enhance and Improve*

Grade 7	Grade 8	Grade 9

Students will be able to:

Grade 7	Grade 8	Grade 9
• share own work in a variety of ways, and appraise particular aspects of own work and that of others, using pre-established criteria	• share and discuss particular qualities of samples from own collection of work, and accept and provide constructive suggestions for revising own work and that of others	• share own work in a variety of ways, appraise own work and that of others, using appropriate criteria, and suggest revisions to own work and that of others, using a variety of strategies
• revise to create effective sentences that convey content clearly	• revise to enhance meaning and effect according to audience and purpose	• review previous draft and revise to refine communication and enhance self-expression
• determine the appropriateness of handwriting or word processing for a particular task when composing and revising, and combine print and visuals when desktop publishing	• format for legibility and emphasis when composing and revising, and enhance the coherence of documents, using electronic editing functions	• format for legibility and use word processing effectively and efficiently when composing and revising, and use electronic design elements to combine print and visuals
• select words for appropriate connotations, and use varied sentence lengths and structures	• identify figures of speech, and select appropriate words and sentence patterns during revision to enhance clarity and artistry	• experiment with figures of speech, and select appropriate words and sentence patterns during revision to enhance clarity and artistry
• prepare compositions, reports and inquiry or research projects, using a variety of text organizers	• prepare compositions, reports, presentations and inquiry or research projects, using a variety of text organizers	• prepare compositions, presentations, reports, essays and inquiry or research projects in a meaningful order and with adequate detail for audience understanding

General Learning Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.2 Enhance and Improve

Grade 10	Grade 11	Grade 12
Students will be able to:		
• share own work in a variety of forums, and appraise own work and respond to the work of others, using pre-established criteria	• share own work in a variety of forums, and respond to and appraise own ideas, language use and forms and those of others relative to purpose and audience	• share own work in a variety of forums, and respond to and appraise the effectiveness of own work and that of others
• create a dominant impression, and recognize a variety of communication styles appropriate in both public and personal contexts	• use words that are precise, use vivid adjectives and adverbs, and experiment with figurative language	• apply communication styles for a variety of purposes, such as dramatic effect, personal introduction and formal debate, and use precise and appropriate language in context
• use desktop publishing to adapt, combine and create documents	• use a combination of technological and nontechnological forms to create multimedia presentations and documents	• use a combination of technological and nontechnological forms to publish and create multimedia presentations
• analyze drafts and revise to enhance clarity of expression	• analyze drafts and revise to ensure coherence and unity	• analyze drafts and revise to ensure unity, emphasis and coherence
• prepare compositions, presentations, reports, essays and inquiry or research projects in an effective order and with adequate detail	• use a variety of styles and formats for descriptive, narrative and expository compositions, and use research to support and enhance description	• use logical and persuasive language, and incorporate information into a variety of forms and styles for effective, creative expression of ideas, feelings and information

General Learning Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 *Attend to Conventions*

Kindergarten	Grade 1	Grade 2	Grade 3

Students will be able to:

Kindergarten	Grade 1	Grade 2	Grade 3
• check for completeness of work, with guidance	• check for completeness of work and add details, with guidance	• check for completeness of work and add details	• edit for complete sentences
• connect sounds with letters or characters	• spell familiar words	• spell familiar words, using basic strategies and resources	• spell familiar words, using a variety of strategies and resources
• recognize some basic writing conventions	• know and use basic writing conventions	• know and use basic writing conventions when editing and proofreading	• know and use basic writing conventions when editing and proofreading

General Learning Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 *Attend to Conventions*

Grade 4	**Grade 5**	**Grade 6**

Students will be able to:

Grade 4	Grade 5	Grade 6
• edit for complete sentences and to eliminate unnecessary repetition of words	• edit to eliminate sentence fragments and run-on sentences	• edit to eliminate sentence fragments and run-on sentences
• know spelling conventions, using a variety of strategies, resources and spelling patterns when editing and proofreading	• understand and know spelling conventions, using a variety of spelling patterns or character formations when editing and proofreading, and predict the spelling or character formations of unfamiliar words, using a variety of resources to confirm correctness	• know and apply spelling conventions, using appropriate strategies and patterns when editing and proofreading, and use a variety of resources to determine the spelling or character formations of common exceptions
• know and correctly use basic writing conventions when editing and proofreading	• know and use writing conventions, and apply these conventions when editing and proofreading	• know and apply writing conventions in sentences, titles, headings, salutations and addresses when editing and proofreading

General Learning Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.3 *Attend to Conventions*

Grade 7	Grade 8	Grade 9

Students will be able to:

Grade 7	Grade 8	Grade 9
• edit for basic grammatical accuracy	• edit for basic grammatical accuracy and to eliminate unnecessary repetition of words and ideas	• edit for basic grammatical accuracy, sentence variety, word choice and tone appropriate to audience and purpose
• know spelling conventions and apply them to familiar words, and use appropriate resources when editing and proofreading	• know spelling conventions and apply them to familiar and unfamiliar words, and use appropriate resources when editing and proofreading	• know and apply a repertoire of spelling conventions when editing and proofreading, and use a variety of resources when editing and proofreading
• know and apply writing conventions in simple, compound and complex sentences when editing and proofreading	• know and apply writing conventions consistently in a variety of sentence structures and written forms when editing and proofreading	• know and apply writing conventions in dialogues, quotations, footnotes, endnotes and references when editing and proofreading

4.3 *Attend to Conventions*

Grade 10	Grade 11	Grade 12
Students will be able to:		
• edit for basic grammatical accuracy, appropriate tone and emphasis for intended audience and purpose	• proofread for errors in language usage and grammar	• adjust grammatical structures to ensure clarity and achieve desired style and form
• know and apply spelling conventions consistently, and monitor for correctness when editing and proofreading, using appropriate resources	• know and apply spelling conventions consistently when editing and proofreading, and manipulate vocabulary and spelling conventions for stylistic effect	• know and apply spelling conventions consistently when editing and proofreading, and manipulate vocabulary and spelling conventions for stylistic effect
• know and apply writing conventions in headings, subheadings and bibliographies when editing and proofreading	• know and apply writing conventions for stylistic effect when editing and proofreading	• know and apply writing conventions for effect when editing and proofreading

General Learning Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.4 *Present and Share*

Kindergarten	Grade 1	Grade 2	Grade 3
Students will be able to:			
• use illustrations and other materials to share information and ideas	• share information and ideas in a brief presentation to a familiar audience, and use illustrations and other materials to aid the presentation	• share information and ideas on a topic with a familiar audience, and clarify information by responding to basic questions	• share information and ideas on a topic with a familiar audience, and clarify information by responding to questions
• express and represent ideas through various media and forms	• share information and ideas with a group	• present information and ideas	• present information and ideas in an appropriate form
• demonstrate active listening and viewing behaviours	• demonstrate active listening and viewing behaviours	• demonstrate attentive audience behaviours	• demonstrate appropriate audience behaviours

General Learning Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.4 *Present and Share*

Grade 4	Grade 5	Grade 6

Students will be able to:

Grade 4	Grade 5	Grade 6
• present information and ideas on a topic to engage a familiar audience, using a pre-established plan, and use print and nonprint aids to enhance the presentation	• prepare and share information on a topic, using print and nonprint aids to engage and inform a familiar audience	• prepare and share information on a topic, using print, audiovisual and dramatic forms to engage the audience
• describe and explain information and ideas to a particular audience, and select and use appropriate volume, intonation and nonverbal cues	• use gestures and facial expression to enhance oral presentations, use emphasis and appropriate pacing, and arrange presentation space to focus audience attention	• use appropriate volume, phrasing, intonation, nonverbal cues, such as body language and facial expression, and presentation space to enhance communication
• demonstrate appropriate audience behaviours	• show respect for the presenter through active listening and viewing behaviours	• demonstrate critical listening and viewing behaviours, and show respect for the presenter

General Learning Outcome 4
Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.

4.4 *Present and Share*

Grade 7	Grade 8	Grade 9

Students will be able to:

Grade 7	Grade 8	Grade 9
• facilitate small group activities and short, whole class sessions to share information on a topic, using pre-established active learning strategies, such as role-plays, language games and simulations	• plan and facilitate small group activities and short, whole class sessions to share information on a topic, using a variety of engaging methods, such as mini-lessons, role-plays and visual aids	• plan and conduct peer-involved class activities to share individual inquiry or research and understanding on a topic
• present short oral presentations and reports, using verbal and nonverbal cues, such as diction, pacing, presence, facial expression and gestures, to focus audience attention, and project emotion appropriate to the subject and point of view	• explain, share and present, orally, using conventions of public speaking in a variety of settings, such as small group presentations and whole class presentations, and use visual aids to enhance the effectiveness of oral presentations	• choose vocabulary, voice production factors and nonverbal cues to communicate effectively to a variety of audiences, and use a variety of media and display techniques to enhance the effectiveness of oral presentations
• demonstrate critical listening and viewing behaviours, and show respect for the presenter	• demonstrate critical listening and viewing behaviours, and show respect for the presenter	• demonstrate critical listening and viewing behaviours, and show respect for the presenter

4.4 *Present and Share*

Grade 10	Grade 11	Grade 12
Students will be able to:		
• plan and present sessions on particular topics, using a variety of techniques	• plan and present or facilitate sessions on particular topics, using a variety of techniques	• organize and conduct class sessions on a specific topic, using various strategies
• communicate meaning, emphasis and mood effectively, and organize language for specific purposes, audiences and occasions	• use voice production factors and nonverbal cues to communicate meaning, mood and interest, use tone and tempo for dramatic effect, give prepared talks from notes or memory, participate effectively in interviews, and participate in personal and public communication, such as giving speeches and reading poetry	• select, adapt and shape language and presentation formats appropriate to specific subjects, purposes, audiences and occasions
• demonstrate critical listening and viewing behaviours, and show respect for the presenter	• demonstrate critical listening and viewing behaviours, and show respect for the presenter	• demonstrate critical understanding of presentation purpose

5.1 *Develop and Celebrate Community*

Kindergarten	Grade 1	Grade 2	Grade 3
Students will be able to:			
• represent and draw stories about self and family	• tell and draw about self and family	• tell, draw and write about self, family and community	• record ideas and experiences, and share them with others
• listen actively to stories, and demonstrate curiosity	• listen to stories from oral, literary and media texts from various communities	• explore similarities among stories from oral, literary and media texts from various communities	• examine ideas within stories from oral, literary and media texts from various communities
• connect aspects of stories to personal feelings and experiences	• connect aspects of stories and characters to personal feelings and experiences	• connect aspects of stories and characters to personal feelings and experiences	• connect situations portrayed in oral, literary and media texts to personal experiences
• contribute to group stories using rhymes, rhythms, symbols, pictures and drama to create and celebrate	• share ideas and experiences through conversation, puppet plays, dramatic scenes and songs	• participate in shared language experiences to celebrate individual and class achievements	• acknowledge and celebrate individual and class achievements

General Learning Outcome 5
Students will listen, speak, read, write, view and represent to celebrate and build community.

5.1 *Develop and Celebrate Community*

Grade 4	Grade 5	Grade 6
Students will be able to:		
• understand relationships between own ideas and experiences and those of others	• acknowledge differing responses to common experiences	• compare personal ways of responding and thinking with those of others
• discuss ideas within stories from oral, literary and media texts from various communities	• discuss ideas, events and figures within stories from oral, literary and media texts from various communities	• explore cultural representations in oral, literary and media texts from various communities
• connect portrayals of individuals or situations in oral, literary and media texts to personal experiences	• connect the insights of individuals in oral, literary and media texts to personal experiences	• connect the insights of individuals in oral, literary and media texts to personal experiences
• use language appropriate in tone and form when participating in classroom and school activities	• select and use language appropriate in tone and form to recognize and honour people and events	• select and use appropriate language and forms to acknowledge special events and honour accomplishments in and beyond the school

5.1 *Develop and Celebrate Community*

Grade 7	Grade 8	Grade 9
Students will be able to:		
• demonstrate growing self-confidence when expressing and sharing thoughts, ideas and feelings	• express personal reactions to a variety of experiences and texts, and acknowledge the reactions of others	• recognize that differing perspectives and unique reactions enrich understanding
• explain ways in which oral, literary and media texts reflect topics and themes in life	• compare ways in which oral, literary and media texts from a variety of cultures explore similar ideas	• recognize ways in which oral, literary and media texts capture specific elements of a culture or period in history
• interpret the choices and motives of individuals encountered in oral, literary and media texts, and examine how they relate to self and others	• compare the choices and behaviours of individuals presented in oral, literary and media texts with personal choices, values and behaviours	• reflect on ways in which the choices and motives of individuals encountered in oral, literary and media texts provide insight into those of self and others
• use appropriate language to participate in public events, occasions or traditions	• explore and experiment with various ways in which language is used across cultures, age groups and genders to honour and celebrate people and events	• participate in celebrating special events, and recognize the importance and significance of the influence of language

General Learning Outcome 5
Students will listen, speak, read, write, view and represent to celebrate and build community.

5.1 *Develop and Celebrate Community*

Grade 10	Grade 11	Grade 12

Students will be able to:

Grade 10	Grade 11	Grade 12
• recognize and act upon the importance of respecting evidence, truth and views of others when discussing, describing or recording experiences	• identify situations that require discussion to achieve mutual understanding and act accordingly	• recognize that communication influences knowledge and personal reflections
• recognize and discuss ways in which oral, literary and media texts reflect cultural and attitudinal influences	• recognize and discuss the impact of historical setting, culture and literary tradition on a variety of oral, literary and media texts	• analyze ways in which cultural and social experiences shape personal responses to oral, literary and media texts
• analyze the role of language and oral, literary and media texts in revealing and explaining the human condition	• analyze how language and oral, literary and media texts define personal roles and experiences	• analyze how language and oral, literary and media texts reflect and affect the human condition
• participate in using language to mark special events and occasions, and recognize that language performs a symbolic and ceremonial function	• recognize and use the influence of language to signify the importance of special events that celebrate human experiences	• analyze how language reflects and shapes human experiences

5.2 *Encourage, Support and Work with Others*

Kindergarten	Grade 1	Grade 2	Grade 3
Students will be able to:			
• participate in group activities	• work in partnerships and groups	• cooperate in small groups	• cooperate in a variety of partnership and group structures
• demonstrate attentiveness in group activities	• take turns sharing information and ideas	• contribute related ideas and information in whole class and small group activities	• ask others for their ideas, and express interest in their contributions
• recognize variations in language use in a school context	• recognize that individuals adjust language use for different situations	• adjust own language use for different situations	• show consideration for those whose ideas, abilities and language use differ from own
• help others and ask others for help	• find ways to be helpful to others	• acknowledge achievements of others	• understand how class members help each other

5.2 *Encourage, Support and Work with Others*

Grade 4	Grade 5	Grade 6

Students will be able to:

Grade 4	Grade 5	Grade 6
• appreciate that everyone in a group has to work together to achieve group tasks and act accordingly	• distinguish between on-task and off-task ideas and behaviours in a group, and stay on task	• assist group members to maintain focus and complete tasks
• take roles and share responsibilities as a group member	• assume the responsibilities for various group roles	• select and assume roles to assist in the achievement of group goals
• appreciate variations in language use in a variety of contexts in the immediate community	• demonstrate sensitivity to appropriate language use when communicating orally	• demonstrate sensitivity to appropriate language use and tone when communicating orally
• show appreciation and offer constructive feedback to peers, and seek support from group members	• assess group process, using checklists, and determine areas for development	• assess own contributions to group process, set personal goals for enhancing work with others, and monitor group process, using checklists

General Learning Outcome 5
Students will listen, speak, read, write, view and represent to celebrate and build community.

5.2 Encourage, Support and Work with Others

Grade 7	Grade 8	Grade 9

Students will be able to:

Grade 7	Grade 8	Grade 9
• contribute to group efforts to reach consensus or conclusions	• engage in dialogue to understand the feelings and viewpoints of others, and contribute to group harmony	• recognize the importance of effective communication in working with others
• present group conclusions or findings to classmates	• plan, organize and participate in presentations of group findings	• organize and complete tasks cooperatively
• respect diverse languages, ideas, texts and traditions, and recognize contributions of self, peers and the wider community	• demonstrate respect for other people's language, history and culture	• use inclusive language and actions that support people across races, cultures, genders, ages and abilities
• evaluate group process and personal contributions according to pre-established criteria	• evaluate the quality of own contributions to group process, and set goals and plans for development	• establish and use criteria to evaluate group process and personal contributions, and propose suggestions for development

General Learning Outcome 5

Students will listen, speak, read, write, view and represent to celebrate and build community.

5.2 *Encourage, Support and Work with Others*

Grade 10	**Grade 11**	**Grade 12**

Students will be able to:

Grade 10	Grade 11	Grade 12
• make and encourage contributions that advance a group's ideas or thinking	• build and maintain cooperative relationships with others, and engage in peer coaching	• demonstrate flexibility in working with others, engage in self-initiated peer learning situations, and recognize the merits and limitations of group work
• present group ideas and findings effectively to unfamiliar audiences	• demonstrate facility in functioning as a group member and a group leader	• explain differences in roles between that of group leader and that of group member in a variety of situations
• use communication that supports balanced, fair and accurate portrayals of people across races, cultures, genders, ages and abilities	• support group members in addressing exploitative or discriminatory situations, and explore and value diverse perspectives	• recognize and monitor personal role in creating and sustaining a positive learning community
• identify areas where others may require support and monitor own ability to provide needed support	• monitor and assess personal efforts and products regularly within a group context	• demonstrate accountability as an individual and as a group member

SPECIFIC LANGUAGE COMPONENT

The Specific Language Component provides a framework for the presentation and sequencing of the linguistic elements of the specific international language that students are expected to acquire at various grade levels. The linguistic elements that are addressed include the sound–symbol system, lexicon, grammatical structures, mechanical features and discourse features. The Specific Language Component also provides descriptors of proficiency at each grade level in the areas of listening, speaking, reading, writing, viewing and representing.

General Learning Outcome

The following General Learning Outcome outlines the key learnings that the Specific Language Component of the Language Arts section is designed to support.

General Learning Outcome 6

Students will acquire the specific language to understand and appreciate languages, and to use the specific language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 *Linguistic Elements*

Kindergarten	Grade 1	Grade 2	Grade 3
Students will be able to:			

Sound–Symbol System

Kindergarten	Grade 1	Grade 2	Grade 3
• listen to, identify and begin to produce basic sounds of the specific language, and connect some sounds to specific symbols	• listen to, identify and produce basic sounds of the specific language, and connect sounds to the appropriate symbols	• use basic sound–symbol system of the specific language	• use, orally and in writing, basic sound–symbol system of the specific language

Lexicon

Kindergarten	Grade 1	Grade 2	Grade 3
• repeat and recognize basic vocabulary and expressions used in the immediate environment	• use simple vocabulary and expressions in daily situations	• experiment with and use vocabulary and expressions in a variety of contexts in the classroom and school environment	• use vocabulary and expressions appropriately in various situations in the classroom and school environment

Grammatical Structures

Kindergarten	Grade 1	Grade 2	Grade 3
• imitate basic grammatical structures commonly used in the immediate classroom environment	• imitate and experiment with basic grammatical structures used in the immediate classroom environment in structured situations	• use basic grammatical structures, and apply basic grammatical structures used in the immediate classroom environment to new situations, with teacher assistance in structured situations	• use basic grammatical structures, and apply basic grammatical structures to new contexts, in structured situations with teacher assistance

Mechanical Features

Kindergarten	Grade 1	Grade 2	Grade 3
• imitate simple, basic mechanical features of the specific language	• imitate and experiment with basic mechanical features of the specific language	• experiment with and use basic mechanical features of the specific language	• use basic mechanical features of the specific language

Discourse Features

Kindergarten	Grade 1	Grade 2	Grade 3
• imitate simple, basic discourse features of the specific language in oral interactions in the classroom	• imitate and experiment with basic discourse features of the specific language in oral interactions in the classroom	• experiment with and use basic discourse features of the specific language in oral, written and visual texts	• use basic discourse features of the specific language in oral, written and visual texts

General Learning Outcome 6

Students will acquire the specific language to understand and appreciate languages, and to use the specific language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 *Linguistic Elements*

Grade 4	Grade 5	Grade 6
Students will be able to:		

Sound–Symbol System

Grade 4	Grade 5	Grade 6
• use basic sound–symbol system of the specific language	• accurately use basic sound–symbol system of the specific language	• accurately use sound–symbol system of the specific language

Lexicon

Grade 4	Grade 5	Grade 6
• experiment with and use vocabulary and expressions in a variety of classroom, school and community contexts	• use vocabulary and expressions appropriately in classroom, school and community contexts	• recognize that one word may have multiple meanings, and recognize that various words and expressions may express the same idea

Grammatical Structures

Grade 4	Grade 5	Grade 6
• use basic grammatical structures, and apply and adapt grammatical structures in a variety of structured situations, with teacher guidance	• use basic grammatical structures, and apply and adapt grammatical structures in a variety of situations, with teacher guidance	• use basic grammatical structures, and apply and adapt grammatical structures in a variety of situations, with teacher guidance and sometimes independently

Mechanical Features

Grade 4	Grade 5	Grade 6
• use basic mechanical features of the specific language correctly, and explore their use for effect	• use basic mechanical features of the specific language correctly, and apply these features for effect	• use basic mechanical features of the specific language correctly and for effect

Discourse Features

Grade 4	Grade 5	Grade 6
• use basic discourse features of the specific language in oral, written and visual texts, and explore their use for effect	• use basic discourse features of the specific language in oral, written and visual texts, and apply these features for effect	• use basic discourse features of the specific language in oral, written and visual texts, and apply these features independently for effect

> **General Learning Outcome 6**
> Students will acquire the specific language to understand and appreciate languages, and to use the specific language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.1 *Linguistic Elements*

Grade 7	Grade 8	Grade 9
Students will be able to:		
Sound–Symbol System		
• understand and accurately use the sound–symbol system of the specific language	• apply knowledge of the sound–symbol system of the specific language to a variety of contexts	• accurately apply knowledge of the sound–symbol system of the specific language
Lexicon		
• use multiple words or phrases to express the same idea	• select the most appropriate or effective words or phrases to express ideas accurately	• ensure the precision of messages by accessing needed vocabulary
Grammatical Structures		
• apply grammatical structures in a variety of situations, with teacher guidance and independently	• apply grammatical structures in a variety of situations, mainly independently	• apply grammatical structures in a variety of contexts, mainly independently
Mechanical Features		
• use basic mechanical features of the specific language correctly and effectively	• use basic mechanical features of the specific language correctly and effectively	• use basic mechanical features of the specific language correctly and effectively
Discourse Features		
• use basic discourse features of the specific language correctly, and apply these features for desired effect, with teacher guidance	• use basic discourse features of the specific language correctly, and apply these features for effect, with teacher guidance and sometimes independently	• use basic discourse features of the specific language correctly and effectively

6.1 *Linguistic Elements*

Grade 10	**Grade 11**	**Grade 12**
Students will be able to:		
Sound–Symbol System		
• accurately apply knowledge of the sound–symbol system of the specific language in a variety of contexts	• accurately and effectively apply knowledge of the sound–symbol system of the specific language	• accurately and effectively apply knowledge of the sound–symbol system of the specific language in a variety of contexts
Lexicon		
• ensure the precision of messages by independently accessing needed vocabulary	• use vocabulary and expressions correctly and appropriately in a variety of contexts	• correctly, appropriately and effectively use vocabulary and expressions in a variety of contexts
Grammatical Structures		
• independently apply grammatical structures of the specific language in a variety of contexts	• accurately apply grammatical structures of the specific language in a variety of contexts	• accurately and effectively apply grammatical structures of the specific language in a variety of contexts
Mechanical Features		
• use mechanical features of the specific language correctly and effectively	• use mechanical features of the specific language correctly and effectively	• use mechanical features of the specific language correctly and effectively
Discourse Features		
• expand repertoire of discourse features, and experiment with using a wide variety of discourse features for effect	• use basic discourse features of the specific language correctly and effectively	• use a variety of discourse features correctly, and select and use specific discourse features for appropriate effect

6.2 *Proficiency*

Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**

Students will be able to:

Listening

• listen and respond to basic phrases in the classroom environment	• listen to and understand simple oral sentences in a classroom environment	• listen to and understand simple oral sentences in a variety of familiar contexts	• listen to and understand a series of oral sentences or a short oral presentation on a familiar topic in structured situations

Speaking

• repeat and create simple oral phrases in the classroom environment	• produce, orally, simple sentences in a structured situation	• produce, spontaneously and with guidance, simple oral sentences in a variety of familiar contexts	• produce, sometimes spontaneously and/or with guidance, a series of interrelated ideas on a familiar topic

Reading

• recognize letters or characters and their corresponding sounds	• recognize and understand simple words and sentences in a structured situation	• read and understand simple words and sentences in a variety of familiar contexts	• read and understand a series of sentences or a short text on a familiar topic

Writing

• write letters or strokes	• write simple words and sentences in a structured situation	• write simple words and sentences on familiar topics in a structured situation	• produce, sometimes spontaneously and/or with guidance, a simple text on a familiar topic in a structured situation

Viewing

• view and respond to familiar events and/or representations in the classroom context	• view and understand simple, familiar events and/or representations in the classroom context	• view and understand simple, familiar events and/or representations	• view and understand simple events and/or representations

Representing

• imitate and/or create simple representations of familiar ideas, events and information	• create simple representations of familiar ideas, events and information	• use a variety of forms to create simple representations of ideas, events and information	• use a variety of forms to create representations of ideas, events and information

General Learning Outcome 6
Students will acquire the specific language to understand and appreciate languages, and to use the specific language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2   *Proficiency*

Grade 4	**Grade 5**	**Grade 6**

Students will be able to:

Listening

• listen to and understand a short oral presentation on a familiar topic in structured and unstructured situations	• listen to and understand the main points of an oral presentation on a familiar topic in structured and unstructured situations	• listen to and understand the main points of a lengthy oral or media presentation on a familiar topic in structured and unstructured situations

Speaking

• produce, spontaneously and/or with guidance, a short oral presentation on a familiar topic in a structured situation	• deliver, orally, a prepared or spontaneous presentation on a familiar topic in a structured situation	• deliver, orally, a prepared or spontaneous presentation on a familiar topic in a structured or unstructured situation

Reading

• read and understand a series of interrelated ideas dealing with a familiar topic in structured situations	• read and understand a series of interrelated ideas dealing with a familiar topic in structured and unstructured situations	• read and understand a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations

Writing

• produce, spontaneously and with guidance, a simple text on a familiar topic in structured and unstructured situations	• produce in writing, spontaneously and with guidance, a series of interrelated ideas on a familiar topic in structured and unstructured situations	• produce, spontaneously and/or with preparation, a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations

Viewing

• view and understand a variety of simple events and/or representations	• view and understand a series of simple events and/or representations	• view and understand events and/or representations within and beyond the school context

Representing

• create multiple representations of the same familiar ideas, events and/or information	• create multiple representations of the same ideas, events and/or information	• use a variety of forms to create representations of ideas, events and/or information

General Learning Outcome 6

Students will acquire the specific language to understand and appreciate languages, and to use the specific language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 *Proficiency*

Grade 7	**Grade 8**	**Grade 9**

Students will be able to:

Listening

• listen to and understand the main points of a lengthy oral or media presentation on a variety of familiar topics in structured and unstructured situations	• listen to and understand the main points of an oral presentation containing simple and complex ideas dealing with a variety of familiar topics in structured and unstructured situations	• listen to and understand the main points of an oral presentation containing simple and complex ideas dealing with a variety of familiar topics in structured and unstructured situations

Speaking

• produce a prepared or spontaneous oral presentation on a familiar topic in structured and unstructured situations	• produce a prepared or spontaneous oral presentation on a familiar or unfamiliar topic in structured and unstructured situations	• produce a coherent oral presentation on familiar and unfamiliar topics in a variety of structured and unstructured situations

Reading

• read and understand a lengthy series of interrelated ideas dealing with a familiar topic in structured and unstructured situations	• read and understand texts containing simple and complex ideas on a variety of familiar topics in structured and unstructured situations	• read and understand texts containing simple and complex ideas on familiar and unfamiliar topics

Writing

• produce, spontaneously and/or with preparation, a lengthy series of simple and complex ideas on a familiar topic in structured and unstructured situations	• produce, spontaneously and/or with preparation, a lengthy series of simple and complex ideas on a variety of familiar topics in structured and unstructured situations	• organize and develop ideas coherently on familiar and unfamiliar topics, spontaneously and/or with preparation

Viewing

• view and understand complex representations of familiar ideas, events and information	• view and understand complex representations of ideas, events and information	• view and understand a variety of complex representations of ideas, events and information

Representing

• create complex representations of familiar ideas, events and information	• create complex representations of ideas, events and information	• use a variety of forms to create complex representations of ideas, events and information

General Learning Outcome 6
Students will acquire the specific language to understand and appreciate languages, and to use the specific language confidently and competently in a variety of situations for communication, personal satisfaction and further learning.

6.2 *Proficiency*

Grade 10	**Grade 11**	**Grade 12**

Students will be able to:

Listening

• understand main points and supporting details of oral lectures, presentations and media on familiar topics	• understand main points and supporting details of oral lectures, presentations and media on familiar and unfamiliar topics	• understand main points and supporting details of oral lectures, presentations and media on familiar and unfamiliar topics

Speaking

• present and support thoughts and ideas on familiar topics	• present and support thoughts and ideas coherently on familiar and unfamiliar topics	• present and support thoughts and ideas on familiar and unfamiliar topics spontaneously, coherently and effectively

Reading

• understand main points and supporting details of texts on familiar topics	• understand main points and supporting details of texts on familiar and unfamiliar topics	• understand main points and supporting details of texts on familiar and unfamiliar topics

Writing

• with preparation, organize and develop ideas coherently and effectively in writing on a range of topics	• organize and develop ideas, mainly with preparation, coherently and effectively in writing on a range of topics	• spontaneously organize and develop ideas coherently and effectively in writing on a range of topics

Viewing

• view and understand complex representations of ideas, events and/or information	• view and understand complex representations of ideas, events and/or information	• view and understand a variety of complex representations of ideas, events and/or information

Representing

• create effective representations of ideas, events and information	• create coherent and effective representations of ideas, events and information	• create coherent and effective representations of a variety of ideas, events and information

The Subject Area Experiences section emphasizes the important role of content-related learnings and experiences, provided through the specific international language, that are characteristic of bilingual programming. This section strongly supports purposeful language learning throughout all curricular areas and provides for rich language learning opportunities and experiences. It also highlights the importance of academic achievement in bilingual programs.

The Subject Area Experiences section provides a framework for the establishment of the linguistic elements that are necessary for students to acquire in order to support and promote success in content-related studies. It also provides a framework for identifying the subject areas and/or fields of experience to be studied at each grade level through the medium of the specific language. These two components are interdependent and intended to be developed and delivered in an integrated manner.

Curriculum developers should refer to provincial curricula for each subject area taught in the specific international language to ensure that provincial requirements are met.

General Learning Outcome

The following General Learning Outcome outlines the key learnings that the Subject Area Experiences section is designed to support.

General Learning Outcome 7

Students will acquire linguistic and subject area knowledge, skills and attitudes.

7.1   *Language*

Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**
Students will be able to:			
• acquire the specific language to facilitate acquisition of subject area knowledge, skills and attitudes	• acquire the specific language to facilitate acquisition of subject area knowledge, skills and attitudes	• acquire the specific language to facilitate acquisition of subject area knowledge, skills and attitudes	• acquire the specific language to facilitate acquisition of subject area knowledge, skills and attitudes

7.2   *Knowledge, Skills, Attitudes*

Kindergarten	**Grade 1**	**Grade 2**	**Grade 3**
Students will be able to:			
• acquire subject area knowledge, skills and attitudes, using the specific language as the medium	• acquire subject area knowledge, skills and attitudes, using the specific language as the medium	• acquire subject area knowledge, skills and attitudes, using the specific language as the medium	• acquire subject area knowledge, skills and attitudes, using the specific language as the medium

General Learning Outcome 7
Students will acquire linguistic and subject area knowledge, skills and attitudes.

7.1 *Language*

Grade 4	Grade 5	Grade 6

Students will be able to:

• acquire the specific language to facilitate acquisition of subject area knowledge, skills and attitudes	• acquire the specific language to facilitate acquisition of subject area knowledge, skills and attitudes	• acquire the specific language to facilitate acquisition of subject area knowledge, skills and attitudes

General Learning Outcome 7
Students will acquire linguistic and subject area knowledge, skills and attitudes.

7.2 *Knowledge, Skills, Attitudes*

Grade 4	Grade 5	Grade 6

Students will be able to:

• acquire subject area knowledge, skills and attitudes, using the specific language as the medium	• acquire subject area knowledge, skills and attitudes, using the specific language as the medium	• acquire subject area knowledge, skills and attitudes, using the specific language as the medium

General Learning Outcome 7

Students will acquire linguistic and subject area knowledge, skills and attitudes.

7.1 *Language*

Grade 7	Grade 8	Grade 9

Students will be able to:

• acquire the specific language to facilitate acquisition of knowledge, skills and attitudes in various fields and/or subject areas	• acquire the specific language to facilitate acquisition of knowledge, skills and attitudes in various fields and/or subject areas	• acquire the specific language to facilitate acquisition of knowledge, skills and attitudes in various fields and/or subject areas

General Learning Outcome 7

Students will acquire linguistic and subject area knowledge, skills and attitudes.

7.2 *Knowledge, Skills, Attitudes*

Grade 7	Grade 8	Grade 9

Students will be able to:

• acquire knowledge, skills and attitudes in various fields and/or subject areas, using the specific language as the medium	• acquire knowledge, skills and attitudes in various fields and/or subject areas, using the specific language as the medium	• acquire knowledge, skills and attitudes in various fields and/or subject areas, using the specific language as the medium

General Learning Outcome 7
Students will acquire linguistic and subject area knowledge, skills and attitudes.

7.1 *Language*

Grade 10	**Grade 11**	**Grade 12**
Students will be able to:		
• acquire the specific language to facilitate acquisition of knowledge, skills and attitudes in various fields and/or subject areas	• acquire the specific language to facilitate acquisition of knowledge, skills and attitudes in various fields and/or subject areas	• acquire the specific language to facilitate acquisition of knowledge, skills and attitudes in various fields and/or subject areas

General Learning Outcome 7
Students will acquire linguistic and subject area knowledge, skills and attitudes.

7.2 *Knowledge, Skills, Attitudes*

Grade 10	**Grade 11**	**Grade 12**
Students will be able to:		
• acquire knowledge, skills and attitudes in various fields and/or subject areas, using the specific language as the medium	• acquire knowledge, skills and attitudes in various fields and/or subject areas, using the specific language as the medium	• acquire knowledge, skills and attitudes in various fields and/or subject areas, using the specific language as the medium

The Culture section supports the development of a positive self-concept, as well as a strong self-identity as a multilingual/ multicultural learner and a positive identification with the specific international language and culture. This section provides opportunities for the exploration of the specific culture from the perspectives of history, diversity and change. It promotes the development of a sense of community, an understanding of similarities and differences among people and an appreciation for personal contributions to society. It also is designed to develop an understanding of global interrelatedness and interdependence, cultural sensitivity, and prepares students for effective participation in the global marketplace and workplace.

The Culture section is intended to be integrated with language learning, as well as learnings related to other subject areas, and is an essential part of daily activities in bilingual programs.

General Learning Outcome

The following General Learning Outcome outlines the key learnings that the Culture section is designed to support.

General Learning Outcome 8

Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

General Learning Outcome 8
Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.1 *Self-identity*

Kindergarten	Grade 1	Grade 2	Grade 3

Students will be able to:

Kindergarten	Grade 1	Grade 2	Grade 3
• represent self and family	• tell and draw about self and family, and appreciate one's own uniqueness	• express own concept of oneself, and extend that understanding to include new ideas and perspectives	• express own concept of oneself, and compare the perception of others with one's own perception
• recognize own importance as a person	• understand and accept own importance as a person	• understand own place and importance in the home and school	• understand own strengths and abilities
• participate in cultural activities of the specific language/culture in the classroom and school	• participate in cultural activities and traditions of the specific language/culture	• participate in and appreciate the cultural activities and traditions of the specific language/culture	• recognize and appreciate various elements of the specific language/culture
• participate in classroom and school cultural activities	• participate in classroom, school and community cultural activities	• recognize benefits of a bilingual/multicultural education	• understand the value and significance of a bilingual/multicultural education to self

General Learning Outcome 8

Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.1   *Self-identity*

Grade 4	Grade 5	Grade 6

Students will be able to:

Grade 4	Grade 5	Grade 6
• explore and examine various sources of information for development of one's self-concept	• identify influences on development of one's self-concept and self-identity	• explore and reflect on various facets of self-identity
• learn that respect for oneself is essential, and understand that self-concept is determined by external and internal forces	• recognize that individuals change in many ways and that perception of oneself can change over time and depending on one's context	• recognize the effect of "put-ups" and "put-downs" on self and others
• recognize and appreciate various elements of the specific language/culture	• identify the lifelong benefits and contributions to self of the specific language/culture	• recognize the value and significance of the specific language/culture to self
• participate in activities that promote and celebrate the bilingual/multicultural education experience	• recognize the uniqueness of the bilingual/multicultural education in a Canadian context	• identify the lifelong benefits and potential advantages of a bilingual/multicultural education in a Canadian and international context

General Learning Outcome 8
Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.1 *Self-identity*

Grade 7	Grade 8	Grade 9

Students will be able to:

Grade 7	Grade 8	Grade 9
• understand self-concept and the factors that affect it	• examine one's identity and reflect on its effect on personal relationships and choices	• understand self-concept and its relationship to overall development, achievement and decisions for the future
• understand the importance of developing a positive self-concept and self-identity, recognize the effects of positive and negative treatment, and understand ways in which the individual has rights to safeguard against stereotyping	• understand stereotyping and its effect on the individual, community and society, and understand ways in which the individual has rights to safeguard against stereotyping in Canadian society	• understand areas of personal strengths and possible future opportunities
• explore and analyze how the specific language/culture has impacted and enriched oneself	• explore and analyze how the specific language/culture has enriched the lives of significant individuals at the community, national and international levels	• explore how one's past and present specific language/cultural experiences, understanding and knowledge may be an asset in future opportunities
• explore and analyze how being bilingual/multicultural has impacted and enriched one's own life	• explore and analyze how bilingualism/multiculturalism has enriched the lives of significant individuals at the community, national and international levels	• explore how one's past and present bilingual/multicultural experiences, knowledge and understanding may be an asset in future opportunities

General Learning Outcome 8
Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.1 *Self-identity*

Grade 10	Grade 11	Grade 12

Students will be able to:

Grade 10	Grade 11	Grade 12
• understand that self-identity and self-concept change	• understand that self-identity and self-concept can change over time and in various contexts	• articulate, express and celebrate one's own unique identity
• identify areas of personal strength and possible future opportunities, and plan for future self-development and growth	• explore the alignment of personal strengths with possible future and career opportunities	• identify personal strengths in planning for a career or further studies
• participate in and contribute to community-based activities in which knowledge and skills related to the specific language/culture will be applied	• participate in and contribute to intercultural interactions, such as exchanges, intervisitations and penpal activities, with members of the specific language/culture	• choose to engage in activities that will promote own lifelong cultural development
• participate in and contribute to community-based activities in which bilingual/multicultural knowledge and skills will be applied	• participate in and contribute to intercultural interactions, such as exchanges, intervisitations and penpal activities	• choose to engage in activities that will promote own lifelong bilingual/multicultural development

General Learning Outcome 8
Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.2 *Specific Language/Culture*

Kindergarten	Grade 1	Grade 2	Grade 3

Students will be able to:

Kindergarten	Grade 1	Grade 2	Grade 3
• participate in activities and experiences that reflect traditional elements of the specific language/culture	• participate in activities and experiences that reflect traditional elements of the specific language/culture	• participate in activities and experiences that reflect traditional elements of the specific language/culture	• participate in activities and experiences that reflect traditional elements of the specific language/culture
• participate in activities and experiences that reflect contemporary elements of the specific language/culture	• participate in activities and experiences that reflect contemporary elements of the specific language/culture	• participate in activities and experiences that reflect contemporary elements of the specific language/culture	• participate in activities and experiences that reflect contemporary elements of the specific language/culture
• experience linguistic/cultural elements of diverse origins from within the specific language/ culture	• experience linguistic/cultural elements of diverse origins from within the specific language/ culture	• recognize diverse elements of the specific language/culture in school and/or local community	• identify diverse elements of the specific language/culture in school and/or local community
• participate in events marking changes	• illustrate that change occurs in one's immediate environment	• gather information to demonstrate change within the specific language/culture	• identify how people's actions and lifestyles change to accommodate the changing needs of people

> **General Learning Outcome 8**
> Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.2 *Specific Language/Culture*

Grade 4	**Grade 5**	**Grade 6**

Students will be able to:

• explore elements in the immediate environment that reflect the historical roots of the specific language/culture	• explore key historical elements, events, figures and developments of the specific language/culture	• identify major historical elements, events, figures and developments of the specific language/culture
• explore elements in the immediate environment that reflect the contemporary features of the specific language/culture	• explore key contemporary elements, events, figures and developments of the specific language/culture	• identify major contemporary elements, events, figures and developments of the specific language/culture
• explore diversity of the specific language/culture in the immediate environment	• explore diversity of the specific language/culture at the provincial level	• explore diversity of the specific language/culture in Canada
• explore and reflect on change within one's own family and community	• explore and reflect on change in the specific language/culture within Canada	• explore and reflect on change in the specific language/culture at the international level

Western Canadian Protocol Framework for
Bilingual Programming in International Languages Framework
Kindergarten to Grade 12

General Outcome 8 / **91**

1999

General Learning Outcome 8

Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.2 *Specific Language/Culture*

Grade 7	Grade 8	Grade 9
Students will be able to:		
• explore how major historical events, figures and cultural developments of the specific language/culture have influenced contemporary culture worldwide	• explore how major historical events, figures and cultural developments of the specific language/culture have influenced contemporary culture in Canadian context	• analyze the influence and contributions of major historical events, figures and cultural developments of the specific language/culture in Canadian context
• explore how major contemporary events, figures and cultural developments of the specific language/culture have influenced contemporary culture worldwide	• explore how major contemporary events, figures and cultural developments of the specific language/culture have influenced contemporary culture in Canadian context	• analyze the influence and contributions of major contemporary events, figures and cultural developments of the specific language/culture in Canadian context
• explore the diversity of the specific language/culture at the international level	• explore the influence of diversity within the specific language/ culture on its own development	• examine the influence of diversity within the specific language/ culture on its own development
• explore how changes in the specific language/culture have impacted one's own life	• explore the significance of changes in the specific language/culture to the rest of the world	• compare changes in the specific language/culture to changes in other cultures

General Learning Outcome 8

Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.2 *Specific Language/Culture*

Grade 10	Grade 11	Grade 12
Students will be able to:		
• recognize and appreciate the influence and contributions of major historical events, historical figures and cultural developments of the specific language/culture	• compare and contrast interpretations and perspectives of the influence and contributions of major historical events, historical figures and cultural developments of the specific language/culture	• identify and analyze how historical experiences of the specific language/culture have shaped the contemporary language/culture group in local, Canadian and international contexts
• recognize and appreciate the influence and contributions of major contemporary events, contemporary figures and cultural developments of the specific language/culture	• compare and contrast interpretations and perspectives of the influence and contributions of major contemporary events, contemporary figures and cultural developments of the specific language/culture	• identify and analyze the impact of contemporary influences on the language/culture group in local, Canadian and international contexts
• compare and contrast perspectives on diversity at the national level	• compare and contrast perspectives on diversity at the international level	• identify and analyze how historical and current diversity of the specific language/culture has shaped the contemporary specific language/culture in the local, national and international context
• examine historical influences that have impacted the specific language/culture	• examine contemporary influences that have impacted the specific language/culture	• identify and analyze the significance of historical and contemporary changes of the specific language/culture on the rest of the world

Western Canadian Protocol Framework for
Bilingual Programming in International Languages Framework
Kindergarten to Grade 12

General Outcome 8 / **93**

1999

General Learning Outcome 8
Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.3 *Building Community*

Kindergarten	Grade 1	Grade 2	Grade 3

Students will be able to:

Kindergarten	Grade 1	Grade 2	Grade 3
• contribute to and cooperate in group activities	• develop a special awareness and concern for members of one's class	• practise consideration for others	• experience that helping others is rewarding
• recognize differences between self and peers	• recognize and appreciate differences between self and peers	• explore diversity in the family, school and community	• explore diversity in the classroom, school and local community, and reflect on its significance to self
• recognize similarities between self and peers	• recognize and appreciate similarities between self and peers	• explore similarities between self and others	• explore similarities between members of the immediate community, and reflect on its significance to self
• participate in and contribute to classroom activities	• participate and cooperate in and contribute to classroom and school activities	• participate cooperatively in group activities by contributing ideas and supporting others	• participate cooperatively in daily classroom duties, and support peers and classmates

General Learning Outcome 8
Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.3 *Building Community*

Grade 4	Grade 5	Grade 6

Students will be able to:

Grade 4	Grade 5	Grade 6
• encourage and support classmates and schoolmates	• develop skills that promote open, authentic relationships with others in class and school	• use skills that promote cooperation and mutual respect within the classroom and the school
• explore diversity in the immediate and local community and reflect on its significance to self	• explore, compare and reflect on personal significance of diversity in Canada	• explore the impact of diversity in other regions of the world, and compare with the impact of diversity in Canada
• explore similarities between members in local community and reflect on its significance to self	• explore, compare and reflect on common human needs and experiences of Canadians	• examine the common human needs and experiences of people around the world
• demonstrate desire to assist or contribute for personal satisfaction	• demonstrate concern for the quality of one's work in and out of school	• provide positive contributions and leadership within the school and/or community

General Learning Outcome 8

Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.3 *Building Community*

Grade 7	Grade 8	Grade 9

Students will be able to:

Grade 7	Grade 8	Grade 9
• demonstrate respect for the rights and opinions of others	• demonstrate positive group member behaviours	• support classmates and peers in group activities
• examine diversity in the school, local community and among peers, and reflect on its impact on self, relationships and personal choices	• examine diversity in the school, local community and among peers, and reflect on its impact on self, school and community	• explore and analyze how diversity has contributed to and enriched Canadian society
• examine commonalities among peers and members of the school and local community, and reflect on its impact on self	• examine similarities that exist in cultures in Canadian society through the historical context of immigration	• examine similarities in cultures in current Canadian society
• participate effectively in group activities	• appreciate contributions of different individuals, groups and events to the development of Canada	• participate in discussions on the significance of various contemporary cultural issues to Canadian society

General Learning Outcome 8
Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.3   *Building Community*

Grade 10	Grade 11	Grade 12

Students will be able to:

Grade 10	Grade 11	Grade 12
• demonstrate respect for the rights and opinions of others and understand that social issues are complex	• demonstrate respect for the rights and opinions of others focusing on current cultural issues in the media	• demonstrate understanding that various political and economic systems impose different values on the rights and opinions of others to varying degrees
• identify and analyze how Canada's response to diversity has changed, compare how different nations have responded to diversity, and identify the benefits of a pluralistic approach	• analyze and understand the significance of diversity in shaping contemporary and future opportunities for growth	• participate in various individual, group, school and community activities that celebrate diversity and promote intercultural understanding
• identify and explain how common human experiences and needs are reflected in culture, social structure and day-to-day patterns of behaviour in Canada	• identify and explain how common human experiences and needs are reflected in culture, social structure and day-to-day patterns of behaviour in different countries of the world	• identify, explain and analyze how common human experiences and needs are reflected in culture, social structures and political systems of various countries in the world
• participate in various school and community events to promote intercultural understanding	• participate in various school, community and Canadian events to promote intercultural understanding	• participate and contribute to individual, group, school and community activities using own knowledge and skills related to the specific language/culture

General Learning Outcome 8
Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.4 *Global Citizenship*

Kindergarten	Grade 1	Grade 2	Grade 3

Students will be able to:

Kindergarten	Grade 1	Grade 2	Grade 3
• demonstrate personal and social responsibility in the classroom	• demonstrate personal and social responsibility in the classroom and school	• demonstrate personal and social responsibility in the classroom, school and community	• learn that growing up involves making decisions and accepting consequences
• participate in tasks and activities with partners and in groups	• recognize own contributions to a group and those of others	• recognize the benefits of working with a partner or within a group, and learn that one affects and is affected by the actions of others	• identify the advantages and disadvantages of working collaboratively with a partner or group
• follow rules in the classroom and school	• recognize that rules can be different for different people	• identify and describe causes of conflict in the classroom	• explore ways to resolve interpersonal conflict
• share or demonstrate personal strengths or achievements	• share or demonstrate personal strengths and areas for further development	• identify personal strengths and areas for improvement	• identify personal strengths and areas for improvement, and set personal goals

98 / General Outcome 8

1999

Western Canadian Protocol Framework for
Bilingual Programming in International Languages Framework
Kindergarten to Grade 12

General Learning Outcome 8

Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.4 *Global Citizenship*

Grade 4	Grade 5	Grade 6

Students will be able to:

Grade 4	Grade 5	Grade 6
• respect the feelings, rights and property of others, and accept responsibility for one's own actions	• learn the positive and negative aspects of the consequences of one's actions, and demonstrate honesty and reliability in a variety of situations	• learn the meaning of personal and social conscience, and learn problem-solving and decision-making skills
• recognize the effects of one's actions on others, and recognize that people must depend on others to meet their basic needs	• examine the role of the individual in group activities, and reflect on effectiveness of own contributions	• participate in and contribute to group activities effectively, and recognize that cooperation is important
• examine the rights and responsibilities of the individual	• recognize and respect individual differences, and recognize the worth of every individual	• accept differences in characteristics and abilities of peers and others
• identify personal strengths and areas for improvement, and establish personal goals and action plans	• identify individual strengths and areas for further development, and establish personal goals and action plans	• identify own interests and explore future opportunities for learning and employment

8.4 *Global Citizenship*

Grade 7	Grade 8	Grade 9

Students will be able to:

Grade 7	Grade 8	Grade 9
• identify and analyze examples of rights and responsibilities of citizens	• examine how various forms of citizen action have affected public policy with regard to cultural diversity in Canada	• recognize how public policies relating to cultural diversity are affected by public opinion, the media and political groups
• explore different roles and responsibilities of a group member	• identify the impact of actions of an individual upon the group	• identify ways in which individuals, community members and societal members are interrelated and interdependent
• examine examples of events where there is or has been tension between individual, group or cultural beliefs and government policies or the law	• explore ways in which group conflict can be resolved in Canadian society	• appreciate how various constitutional documents and charters have governed behaviour of various cultural groups
• explore learning and work opportunities around the world	• identify essential skills, knowledge and attitudes required for effective participation in the global workplace and marketplace	• establish goals and action plans for further development of skills, knowledge and attitudes required for effective participation in the global workplace and marketplace

100 / General Outcome 8

1999

Western Canadian Protocol Framework for
Bilingual Programming in International Languages Framework
Kindergarten to Grade 12

General Learning Outcome 8

Students will explore, understand and appreciate culture for personal growth and satisfaction, and for participating in and contributing to an interdependent and multicultural global society.

8.4 *Global Citizenship*

Grade 10	Grade 11	Grade 12

Students will be able to:

Grade 10	Grade 11	Grade 12
• identify and analyze a citizen's role and responsibility in interrelated local, national and international contexts	• participate in group decision making and problem solving in ways that demonstrate concern for others and understanding of responsibilities as citizens	• examine how different cultural conditions and political motives have contributed to global conflict and cooperation between nations
• identify and analyze the variety of ways in which peoples and nations are linked in an interrelated global system, and examine how this interrelatedness developed over time	• explore and analyze how global links and interdependency affect one's role as a citizen in one nation among many others	• identify and analyze ways in which actions in one locality or nation can lead to consequences that may enhance or endanger life in other nations and on this planet, and identify the scope for individual and collective decision making
• examine patterns of behaviour that reflect attitudes and values that contribute to cross-cultural understanding	• identify how intercultural and multicultural organizations have impacted on global citizenship	• demonstrate cultural sensitivity and awareness of cultural diversity in everyday situations through appropriate behaviour and language
• explore career fields in which bilingual and multicultural knowledge, skills and attitudes can be applied	• apply bilingual and multicultural knowledge and skills in specific activities that will further develop the skills required for effective participation in the global workplace	• apply bilingual and multicultural knowledge and skills in specific activities that will promote skill development and opportunities for future participation in the global workplace

Alberta Education. *Framework for a Locally Developed Language Arts Curriculum (ECS–Grade 12) for a Language Other Than English or French.* Edmonton, AB: Language Services Branch, 1991.

Alberta Education. *Framework for a Proficiency-Based Second Language Curriculum.* Edmonton, AB: Language Services Branch, 1988.

Alberta Education. *Locally Developed Language and Culture Programs: Guidelines for Development.* Edmonton, AB: Curriculum Standards Branch, 1994.

Association for Supervision and Curriculum Development. *ASCD Curriculum Handbook: A Resource for Curriculum Administrators from the Association for Supervision and Curriculum Development.* Alexandria, VA: The Curriculum Technology Resource Center, Association for Supervision and Curriculum Development, 1991.

Governments of Alberta, British Columbia, Manitoba, Saskatchewan, Northwest Territories and Yukon Territory. *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12 (Grades 10–12 Draft): Western Canadian Protocol for Collaboration in Basic Education.* Edmonton, AB: Curriculum Standards Branch, 1996.

Manitoba Education and Training. *A Foundation for Excellence.* Winnipeg, MB: Manitoba Education and Training, June 1995.

Manitoba Education and Training. *Secondary Sourcebook for Integrating ESL and Content Instruction Using the FORESEE Approach.* Winnipeg, MB: Manitoba Education and Training, 1994.

Manitoba Education and Training. *Policy for Heritage Language Instruction.* Winnipeg, MB: Manitoba Education and Training, 1993.

Manitoba Education and Training. *English–German Bilingual Program: Overview K–6*. Winnipeg, MB: Manitoba Education and Training, 1990.

Manitoba Education. *English–Hebrew Bilingual Program, Kindergarten–Grade 6*. Winnipeg, MB: Manitoba Education, 1982.

Manitoba Education. *English–Ukrainian Bilingual Program, Grades K–6*. Winnipeg, MB: Manitoba Education, 1988.

Met, Myriam. "Foreign Language." In *Handbook of Research on Improving Student Achievement*. Edited by Gordon Cawelti. Arlington, VA: Educational Research Service, 1995, pp. 43–57.

National Standards in Foreign Language Education Project. Student Standards Task Force. *Standards for Foreign Language Learning: Preparing for the 21st Century*. Yonkers, NY: National Standards in Foreign Language Education Project, 1996.

Saskatchewan Education, Training and Employment. *Multicultural Education and Heritage Language Education Policies*. Regina, SK: Curriculum and Instruction Branch, Social Sciences Unit, 1994.

Saskatchewan Education. *Ukrainian–English Bilingual Education. A Curriculum Guide and Handbook for Grades 4–8*. Regina, SK: Curriculum and Instruction Branch, Social Sciences Unit, 1995.

Saskatchewan Education. *Ukrainian–English Bilingual Education. A Curriculum Guide and Handbook for Kindergarten to Grade 3*. Regina, SK: Curriculum and Instruction Branch, Social Sciences Unit, 1989.

Saskatchewan Education. *Ukrainian–English Bilingual Education. A Curriculum Guide for Ukrainian Language Arts 9–12*. Regina, SK: Curriculum and Instruction Branch, Social Sciences Unit, 1997.