






## All Year




### HOW THE ENGLISH LANGUAGE ARTS CURRICULUM CHART IS ORGANIZED

The Learning Outcomes that follow from **English Language Arts must** be taught throughout the FALL, WINTER and SPRING seasons. Learning outcomes must be grounded in Nehiyaw Ways of Knowing and Land Based Learning.

The content from Land Based Learning, Nehiyaw Ways of Knowing, Social Studies and Science should be applied to the **English Language Arts** outcomes. Throughout the year, teachers will collaborate and generate more/other ideas that will value add to the suggested connections. In some cases, specific reference has been made to a particular season, although most Essential Learning Outcomes (ELOs) in English Language Arts should be taught/reinforced all year long.

 <b>Big Idea, Major Concepts, GLOs</b>	<b>Specific Learning Outcomes</b> ELOs are bold; Others are <i>need to know</i> or <i>worth being familiar with</i>	<b>Season</b>	Nehiyaw Ways of Knowing and Land Based Learning ELO rows are highlighted 
<b>GENERAL OUTCOME 1</b> <b>Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</b>			
<b>1.1 Discover and Explore</b>			
Express ideas and develop understanding	extend understanding of ideas and information by finding and exploring oral, print and other media texts on related topics and themes express personal understandings of ideas and information based on prior knowledge, experiences with others and a variety of oral, print and other media texts reflect on own observations and experiences to understand and develop oral, print and other media texts		
Experiment with language and forms	discuss and respond to ways that content and forms of oral, print and other media texts interact to influence understanding		
Express preferences	explore and assess oral, print and other media texts recommended by others		
Set goals	use appropriate terminology to discuss developing abilities in personal language learning and use		







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<b>1.2 Clarify and Extend</b>			
Consider others' ideas	<b>listen and respond constructively to alternative ideas or opinions</b>		
Combine ideas	<b>use talk, writing and representing to examine, clarify and assess understanding of ideas, information and experiences</b>		
Extend understanding	<b>talk with others to elaborate ideas, and ask specific questions to seek helpful feedback</b>		
<b>GENERAL OUTCOME 2</b>			
<b>Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</b>			
<b>2.1 Use Strategies and Cues</b>			
Use prior knowledge	<b>select and focus relevant ideas from personal experiences and prior knowledge to understand new ideas and information</b>		
	<b>use expectations and preferences developed during previous reading experiences to select and read new texts with purpose</b>		
Use comprehension strategies	<b>identify, connect, and summarize in own words, the main ideas from two or more sources on the same topic</b>		
	<b>use concept mapping and mental rehearsal to remember main ideas and relevant details</b>  adjust reading rate and strategies to account for changes in structural features of texts and complexity of content		
Use textual cues	<b>identify and use visual and textual cues, such as numbers, bullets and words; for example, first/then/next, before/after, on the one hand/ on the other hand and if/then, that signal organizational patterns in print and other media texts, to enhance understanding of ideas and information</b>		
	identify and use, effectively and efficiently, structural features of textbooks, such as tables of contents and indices, to access ideas and information and to read with purpose		



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Use phonics and structural analysis	apply, flexibly, knowledge of phonics, sight vocabulary, structural analysis, language and context clues, depending on the purpose and rate of reading		(Grey background)
Use references	skim and scan reference materials to confirm the spellings or locate the meanings of unfamiliar words		
<b>2.2 Respond to Texts</b>			
Experience various texts	<b>experience oral, print and other media texts from a variety of cultural traditions and genres, such as journals, nature programs, short stories, poetry, letters, CDROM programs, mysteries, historical fiction, drawings and prints</b>		(Red background)
	<b>justify own point of view about oral, print and other media texts, using evidence from texts</b>		(Grey background)
	organize interpretations of oral, print and other media texts around two or three key ideas		(Red background)
	<b>express interpretations of oral, print and other media texts in another form or genre</b> <b>predict and discuss the consequences of events or characters' actions, based on information in oral, print and other media texts</b>		
Construct meaning from texts	<b>compare the choices and behaviours of characters portrayed in oral, print and other media texts with those of self and others</b>		(Red background)
	<b>analyze plot, characters, conflict, theme and setting</b>		
	<b>identify and explain conflict, and discuss how it develops and may be resolved</b>		
	<b>redevelop, clarify and defend own interpretation, based on evidence from the text with support from own experiences</b>		



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Appreciate the artistry of texts	<p>discuss how techniques, such as colour, shape, composition, suspense, foreshadowing and flashback, are used to communicate meaning and enhance effects in oral, print and other media texts</p> <p>identify and explain the usefulness, effectiveness and limitations of various forms of oral, print and other media texts</p> <p>reflect on, revise and elaborate on initial impressions of oral, print and other media texts, through subsequent reading, listening and viewing activities</p>		
<b>2.3 Understand Forms, Elements and Techniques</b>			
Understand forms and genres	<p>identify key characteristics of a variety of forms or genres of oral, print and other media texts.</p> <p>identify the characteristics of different types of media texts</p>		
Understand techniques and elements	<p>discuss connections among plot and subplot, main and supporting characters, main idea and theme in a variety of oral, print and other media texts</p> <p>identify the narrator's perspective, and explain how it affects the overall meaning of a text</p> <p><b>identify and explain how narrative hooks, foreshadowing, flashback, suspense and surprise endings contribute to the effectiveness of plot development</b></p> <p>explain how sound and image work together to create effects in media texts</p>		
Experiment with language	<p>explore surprising and playful uses of language and visuals in popular culture, such as cartoons, animated films and limericks; explain ways in which imagery and figurative language, such as simile, convey meaning</p>		



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<b>2.4 Create Original Text</b>			
Generate ideas	choose appropriate strategies for generating ideas and focusing topics for oral, print and other media texts		
Elaborate on the expression of ideas	use suspense, exaggeration, foreshadowing, dialogue and description to show rising action and develop conflict		
Structure texts	reate oral, print and other media texts that are unified by point of view, carefully developed plot and endings consistent with previous events		
	create a variety of oral, print and other media texts to explore ideas related to particular topics or themes		
<b>GENERAL OUTCOME 3</b> <b>Students will listen, speak, read, write, view and represent to manage ideas and information.</b>			
<b>3.1 Plan and Focus</b>			
Focus attention	consider audience, purpose, point of view and form when focusing topics for investigation		
	<b>use note-taking, outlining or representing to summarize important ideas and information in oral, print and other media texts</b>		
Determine information needs	discuss the types and sources of information appropriate for topic, audience, form, purpose and point of view		
Plan to gather information	plan and organize data collection based on instructions, explanations and pre-established parameters		



## Big Idea, Major Concepts, GLOs

## Specific Learning Outcomes

ELOs are bold; Others are *need to know* or *worth being familiar with*

## Season

## Nehiyaw Ways of Knowing and Land Based Learning

ELO rows are highlighted



### 3.2 Select and Process

Use a variety of sources

**obtain information from a variety of sources, such as adults, peers, advertisements, magazines, lyrics, formal interviews, almanacs, broadcasts and videos, to explore research questions**



Access information

**use a variety of tools and text features, such as headings, subheadings, topic sentences, summaries, staging and pacing, and highlighting, to access information**

**distinguish between fact and opinion, and follow the development of argument and opinion**

scan to locate specific information quickly; summarize and record information useful for research purposes

Evaluate sources

use pre-established criteria to evaluate the usefulness of a variety of information sources in terms of their structure and purpose

### 3.3 Organize, Record and Evaluate

Organize information

organize ideas and information by selecting or developing categories appropriate to a particular topic and purpose

produce oral, print and other media texts with well-developed and well-linked ideas and sections



Record information

**make notes, using headings and subheadings or graphic organizers appropriate to a topic; reference sources**

reflect on ideas and information to form own opinions with evidence to support them




compare, contrast and combine ideas and information from several sources

Evaluate information




assess if the amount and quality of gathered information is appropriate to purpose and audience; address information gaps

connect new information with prior knowledge to build new understanding







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<b>3.4 Share and Review</b>				
Share ideas and information	communicate ideas and information in a variety of oral, print and other media texts, such as reports, autobiographies, brochures and video presentations  use appropriate visual, print and/or other media effectively to inform and engage the audience			
Review research process	<b>identify strengths and areas for improvement in personal research skills</b>			
<b>GENERAL OUTCOME 4</b> <b>Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</b>				
<b>4.1 Enhance and Improve</b>				
Appraise own and others' work	identify particular content features that enhance the effectiveness of published oral, print and other media texts			
	<b>incorporate particular content features of effective texts into own oral, print and other media texts</b>			
Revise and edit	revise introductions, conclusions and the order of ideas and information to add coherence and clarify meaning			
	<b>revise to eliminate unnecessary repetition of words and ideas</b>			
	<b>use paragraphs, appropriately, to organize narrative and expository texts</b>			
Enhance legibility	<b>choose and use printing, cursive writing or word processing, depending on the task, audience and purpose</b>			
	identify how the format of documents enhances the presentation of content			
Expand knowledge of language	<b>identify differences between standard English and slang, colloquialism or jargon, and explain how these differences affect meaning</b>			
	identify and explain figurative and metaphorical use of language in context			
Enhance artistry	experiment with figurative language, illustrations and video effects to create visual images, provide emphasis or express emotion			



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<b>4.2 Attend to Conventions</b>					
Attend to grammar and usage	<b>use a variety of subordinate clauses correctly and appropriately in own writing</b> <b>use correct subject–verb agreement in sentences with compound subjects</b> <b>distinguish between formal and informal conventions of oral and written language, and use each appropriately, depending on the context, audience and purpose</b> <b>identify and use common subjective and objective forms of pronouns, appropriately and correctly in own writing</b>				
Attend to spelling	use reference materials to confirm spellings and to solve spelling problems when editing and proofreading <b>extend spelling vocabulary to include words frequently used in literature, but infrequently used in oral and other media texts</b> apply specific and effective strategies for learning and remembering the correct spelling of words in own writing				
Attend to capitalization and punctuation	<b>use periods and commas with quotation marks that indicate direct speech in own writing</b> <b>use commas to separate phrases and clauses in own writing</b> <b>use quotation marks to identify information taken from secondary sources in own writing</b>				
<b>4.3 Present and Share</b>					
Present information	<b>present ideas and opinions confidently, but without dominating the discussion, during small group activities and short, whole class sessions</b>				
Enhance presentation	clarify and support ideas or opinions with details, visuals or media techniques				
Use effective oral and visual communication	<b>identify and use explicit techniques to arouse and maintain interest and to convince the audience</b>				





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Demonstrate attentive listening and viewing	<b>listen and view attentively to organize and classify information and to carry out multistep instructions</b>  <b>ask questions or make comments that elicit additional information; probe different aspects of ideas, and clarify understanding</b>		
<b>GENERAL OUTCOME 5</b> Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.			
<b>5.1 Respect Others and Strengthen Community</b>			
Appreciate diversity	discuss how ideas, people, experiences and cultural traditions are portrayed in various oral, print and other media texts  explain how differing perspectives and unique reactions expand understanding		
Relate texts to culture	identify and discuss recurring themes in oral, print and other media texts from diverse cultures and communities		
Celebrate accomplishments and events	select and use appropriate form and tone for specific audiences to celebrate special events and accomplishments		
Use language to show respect	demonstrate respect for diverse ideas, cultures and traditions portrayed in oral, print and other media texts		
<b>5.2 Work Within a Group</b>			
Cooperate with others	contribute collaboratively in group situations, by asking questions and building on the ideas of others  take responsibility for assuming a variety of roles in a group, depending on changing contexts and needs		
Work in groups	<b>contribute ideas, knowledge and questions to establish an information base for research or investigations</b>  <b>assist in setting and achieving group goals by inviting others to speak, suggesting alternatives, assigning tasks, sharing resources, following up on others' ideas and listening to a variety of points of view</b>		
Evaluate group process	evaluate group process and personal contributions according to pre-established criteria to determine strengths and areas for improvement		