






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.






 Big Idea, Major Concepts, GLOs	Specific Learning Outcomes ELOs are bold; Others are <i>need to know</i> or <i>worth being familiar with</i>	Season	 Nehiyaw Ways of Knowing and Land Based Learning ELO rows are highlighted
GENERAL OUTCOME 1 Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.			
1.1 Discover and Explore			
Express ideas and develop understanding	talk with others and experience a variety of oral, print and other media texts to explore, develop and justify own opinions and points of view explore and explain how interactions with others and with oral, print and other media texts affect personal understandings extend understanding by taking different points of view when rereading and reflecting on oral, print and other media texts		
Experiment with language and forms	develop and extend understanding by expressing and responding to ideas on the same topic, in a variety of forms of oral, print and other media texts		
Express preferences	explain preferences for texts and genres by particular writers, artists, storytellers and filmmakers		
Set goals	reflect on own growth in language learning and use, by considering progress over time and the attainment of personal goals		







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1.2 Clarify and Extend					
Consider others' ideas	integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of oral, print and other media texts				
Combine ideas	examine and re-examine ideas, information and experiences from different points of view to find patterns and see relationships				
Extend understanding	assess whether new information extends understanding by considering diverse opinions and exploring ambiguities				
GENERAL OUTCOME 2 Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.					
2.1 Use Strategies and Cues					
Use prior knowledge	discuss how interpretations of the same text might vary, according to the prior knowledge and experiences of various readers				
	use previous reading experiences, personal experiences and prior knowledge as a basis for reflecting on and interpreting ideas encountered in texts				
Use comprehension strategies	identify explicit and implicit ideas and information in texts; listen and respond to various interpretations of the same text				
	select appropriate reading rate and strategies for comprehending texts less closely connected to prior knowledge and personal experiences				
Use textual cues	preview complex texts as to their intent, content and structure, and use this information to set a purpose and select strategies for reading				
	use knowledge of visual and textual cues and structural features when skimming and scanning various print and other media texts to locate relevant information effectively and efficiently				
	analyze and discuss how the structural features of informational materials, such as textbooks, bibliographies, databases, catalogues, web sites, commercials and newscasts, enhance the effectiveness and efficiency of communication				







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Use phonics and structural analysis	apply and explain effective procedures for identifying and comprehending words in context; adjust procedures according to the purpose for reading and the complexity of the texts		
Use references	use reference materials, including a writer's handbook, to verify correct usage, address uncertainties and solve problems that arise		
2.2 Respond to Texts			
Experience various texts	experience oral, print and other media texts from a variety of cultural traditions and genres, such as essays, broadcast advertisements, novels, poetry, documentaries, films, electronic magazines and realistic fiction		
	identify and discuss how timeless themes are developed in a variety of oral, print and other media texts		
	consider historical context when developing own points of view or interpretations of oral, print and other media texts		
	compare and contrast own life situation with themes of oral, print and other media texts		
	express the themes of oral, print or other media texts in different forms or genres		
	consider peers' interpretations of oral, print and other media texts, referring to the texts for supporting or contradicting evidence		
Construct meaning from texts	analyze how the choices and motives of characters portrayed in oral, print and other media texts provide insight into those of self and others		
	identify and discuss theme and point of view in oral, print and other media texts		
	discuss and explain various interpretations of the same oral, print or other media text		
	relate the themes, emotions and experiences portrayed in oral, print and other media texts to issues of personal interest or significance		

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Appreciate the artistry of texts	<p>discuss how techniques, such as irony, symbolism, perspective and proportion, communicate meaning and enhance effect in oral, print and other media texts</p> <p>discuss character development in terms of consistency of behaviour and plausibility of change</p> <p>describe how theme, dominant impression and mood are developed and sustained through choices in language use and the interrelationship of plot, setting and character</p> <p>identify features that define particular oral, print and other media texts; discuss differences in style and their effects on content and audience impression</p>		<div style="background-color: #e67e22; height: 100%;"></div>
2.3 Understand Forms, Elements and Techniques			
Understand forms and genres	<p>explain the relationships between purposes and characteristics of various forms and genres of oral, print and other media texts</p> <p>evaluate the effectiveness of different types of media texts for presenting ideas and information</p>		<div style="background-color: #d9d9d9; height: 100%;"></div>
Understand techniques and elements	<p>compare the development of character, plot and theme in two oral, print or other media texts</p> <p>evaluate the effectiveness of oral, print and other media texts, considering the believability of plot and setting, the credibility of characters, and the development and resolution of conflict</p> <p>compare a main character in one text to the main character in another text from a different era, genre or medium</p> <p>identify ways that a change in narrator might affect the overall meaning of oral, print and other media texts</p> <p>summarize the content of media texts, and suggest alternative treatments</p>		<div style="background-color: #e67e22; height: 100%;"></div>
Experiment with language	<p>analyze creative uses of language and visuals in popular culture, such as advertisements, electronic magazines and the Internet; recognize how imagery and figurative language, such as metaphor, create a dominant impression, mood and tone</p>		<div style="background-color: #e67e22; height: 100%;"></div>






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2.4 Create Original Text				
Generate ideas	generalize from own experience to create oral, print and other media texts on a theme			
Elaborate on the expression of ideas	create oral, print and other media texts on common literary themes			
Structure texts	create oral, print and other media texts that interrelate plot, setting and character, and reveal the significance of the action create oral, print and other media texts that include main and minor characters, and show how the main character develops and changes as a result of the action and events			
GENERAL OUTCOME 3 Students will listen, speak, read, write, view and represent to manage ideas and information.				
3.1 Plan and Focus				
Focus attention	synthesize ideas and information from a variety of sources to develop own opinions, points of view and general impressions			
	assess adequacy, accuracy, detail and appropriateness of oral, print and other media texts to support or further develop arguments, opinions or points of view			
Determine information needs	select types and sources of information to achieve an effective balance between researched information and own ideas			
Plan to gather information	select information sources that will provide effective support, convincing argument or unique perspectives			
3.2 Select and Process				
Use a variety of sources	obtain information reflecting multiple perspectives from a variety of sources, such as expository essays, graphs, diagrams, online catalogues, periodical indices, film libraries, electronic databases and the Internet, when conducting research			
Access information	expand and use a variety of tools and text features, such as subtitles, margin notes, key words, electronic searches, previews, reviews, visual effects and sound effects, to access information			




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Access information	distinguish between primary and secondary sources, and determine the usefulness of each for research purposes follow up on cited references to locate additional information		
Evaluate sources	evaluate sources for currency, reliability and possible bias of information for a particular research project		
3.3 Organize, Record and Evaluate			
Organize information	organize ideas and information by developing and selecting appropriate categories and organizational structures balance all sections of oral, print and other media texts and ensure sentences, paragraphs and key ideas are linked throughout develop coherence by relating all key ideas to the overall purpose of the oral, print or other media text		
Record information	use own words to summarize and record information in a variety of forms; paraphrase and/or quote relevant facts and opinions; reference sources select and record ideas and information that will support an opinion or point of view, appeal to the audience, and suit the tone and length of the chosen form of oral, print or other media text		
Evaluate information	choose specific vocabulary, and use conventions accurately and effectively to enhance credibility evaluate usefulness, relevance and completeness of gathered information; address information gaps evaluate usefulness, relevance and completeness of gathered information; address information gaps		
3.4 Share and Review			
Share ideas and information	communicate ideas and information in a variety of oral, print and other media texts, such as media scripts, multimedia presentations, panel discussions and articles integrate appropriate visual, print and/or other media to reinforce overall impression or point of view and engage the audience		



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Review research process	reflect on the research process, identifying areas of strength and ways to improve further research activities		
GENERAL OUTCOME 4 Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.			
4.1 Enhance and Improve			
Appraise own and others' work	share sample treatments of a topic with peers, and ask for feedback on the relative effectiveness of each work collaboratively to make appropriate revisions based on feedback provided by peers		
Revise and edit	revise to ensure effective introductions, consistent points of view, effective transitions between ideas and appropriate conclusions revise to enhance effective transitions between ideas and maintain a consistent organizational pattern revise to combine narration, description and exposition effectively		
Enhance legibility	develop personal handwriting styles appropriate for a variety of purposes identify and experiment with some principles of design that enhance the presentation of texts		
Expand knowledge of language	distinguish between the denotative and connotative meaning of words, and discuss effectiveness for achieving purpose and affecting audience explore the derivation and use of words, phrases and jargon, including variations in language, accent and dialect in Canadian communities and regions		
Enhance artistry	experiment with figurative language, voice, sentence patterns, camera angle and music to create an impression or mood choose words, language patterns, illustrations or sounds to create a variety of effects in oral, print and other media texts		

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4.2 Attend to Conventions			
Attend to grammar and usage	identify and use parallel structure in own writing		
	identify and use coordination, subordination and apposition to enhance communication		
	use a variety of strategies to make effective transitions between sentences and paragraphs in own writing		
demonstrate the deliberate, conscientious and independent application of a variety of editing and proofreading strategies to confirm spellings in own writing			
Attend to spelling	identify situations in which careful attention to correct spelling is especially important		
	identify and use variant spellings for particular effects, depending on audience, purpose, content and context		
Attend to capitalization and punctuation	use quotation marks to distinguish words being discussed in own writing		
	use dashes to show sentence breaks or interrupted speech, where appropriate in own writing		
	know that rules for punctuation can vary, and adjust punctuation use for effect in own writing		
4.3 Present and Share			
Present information	select, organize and present information to appeal to the interests and background knowledge of various readers or audiences		
Enhance presentation	choose appropriate types of evidence and strategies to clarify ideas and information, and to convince various readers and audiences		
Use effective oral and visual communication	integrate a variety of media and display techniques, as appropriate, to enhance the appeal, accuracy and persuasiveness of presentations		
Demonstrate attentive listening and viewing	follow the train of thought, and evaluate the credibility of the presenter and the evidence provided		
	provide feedback that encourages the presenter and audience to consider other ideas and additional information		



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GENERAL OUTCOME 5 Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.			
5.1 Respect Others and Strengthen Community			
Appreciate diversity	examine how personal experiences, cultural traditions and Canadian perspectives are presented in oral, print and other media texts take responsibility for developing and sharing oral, print and other media texts and for responding respectfully to the texts of others		
Relate texts to culture	analyze how oral, print and other media texts reflect the traditions, beliefs and technologies of different cultures, communities or periods in history		
Celebrate accomplishments and events	explore and experiment with various ways in which language arts are used across cultures, age groups and genders to honour and celebrate people and events		
Use language to show respect	create or use oral, print and other media texts in ways that are respectful of people, opinions, communities and cultures		
5.2 Work Within a Group			
Cooperate with others	contribute to group efforts to reach consensus or conclusions, by engaging in dialogue to understand the ideas and viewpoints of others discuss and choose ways to coordinate the abilities and interests of individual group members to achieve group goals		
Work in groups	generate and access ideas in a group, and use a variety of methods to focus and clarify topics for research or investigations share responsibility for the completion of team projects by establishing clear purpose and procedures for solving problems, monitoring progress and making modifications to meet stated objectives		
Evaluate group process	establish and use criteria to evaluate group process and personal contributions; set goals and make plans for improvement		