

Curriculum Outcomes

The Edmonton Regional Heritage Fair aims to foster an awareness of, and appreciation for, Alberta and Canada's natural and cultural heritage. It also aims to allow participants to develop skills in research, information literacy, source evaluation, writing, and presentation. Participation in the Edmonton Regional Heritage Fair supports many of the outcomes, understandings, skills and processes of the Grade 4 to 9 Social Studies and English Language Arts and Literature curriculums.

Social Studies Curriculum

Grade 4

Outcome: Students examine significant historical events that contributed to the formation of the country of Canada

Knowledge	Understanding	Skills and Procedures
<p>Explorers from Europe began to explore North America for various reasons.</p> <p>To gain territories, resources and prestige (expansionism), European countries sent explorers.</p> <p>France and Britain imported natural resources from the colonies in North America.</p>	<p>The establishment of New France began European colonization of Canada.</p> <p>Immigrants contributed to the foundation of Canada.</p> <p>Governments can make changes in response to the actions of the population.</p>	<p>Investigate the travels of an explorer to the land now known as Canada.</p> <p>Analyze the relationships between First Nations and European explorers.</p>

Outcome: Students investigate historical influences on the federal government in Canada

Knowledge	Understanding	Skills and Procedures
<p>The structure of government in Canada evolved over time, was shaped by historic events and acts and reflects British governance.</p>	<p>Democratic government in Canada reflects historical influences.</p>	<p>Summarize how government structures evolved over time.</p>

Outcome: Students examine how the fur trade contributed to the development of Canada

Knowledge	Understanding	Skills and Procedures
<p>The fur trade was a system where furs and goods were exchanged within North America and between Europe and North America.</p> <p>Europeans established the Hudson's Bay Company and the North West Company, which were both fur trading companies, to compete for control of the fur trade.</p> <p>Competition for control of the fur trade motivated Europeans to expand farther north and west by building more trading posts and forts.</p>	<p>Interactions through the fur trade contributed to economic growth in the land now known as Canada.</p>	<p>Analyze interactions between First Nations, Métis and Europeans that occurred as part of the fur trade.</p> <p>Identify the contributions made by a woman, or a group of women, to the fur trade.</p>

Outcome: Students investigate rights and responsibilities in Canada

Knowledge	Understanding	Skills and Procedures
<p>Citizens in Canada have rights, freedoms and responsibilities.</p> <p>Rights and freedoms in Canada have changed over time to address racism.</p>	<p>Responsible citizenship involves active participation.</p>	<p>Evaluate actions that can be taken to overcome discrimination and inequality.</p>

Grade 5

Outcome: Students investigate ways of studying people, places and events.

Knowledge	Understanding	Skills and Procedures
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<p>Information can be gathered from a variety of sources to support understanding of relationships between people, events and land; for example: artifacts, maps, environment, timelines, images.</p> <p>Timelines are visual representations of periods of time and events that include features such as a title, a line, events, a scale, dates.</p> <p>Dates on a timeline can be grouped into periods.</p> <p>Maps communicate different types of information, for example: climate, political boundaries, physical features.</p> <p>Elements of maps include scale, elevation, latitude lines, longitude lines.</p> <p>Historians, archeologists, anthropologists and geographers are social scientist who study various sources to develop interpretations about the past, including how people interacted with each other and with the land.</p> <p>Primary sources are original records from the time and place of an event, for example: artifacts, maps, letters, paintings, wampum.</p>	<p>Social scientist record events and interactions to support understandings of the physical and social world.</p> <p>Maps support interpretations of land use.</p> <p>Interpretations of history are informed by multiple perspectives and can evolve through the work of social scientists.</p>	<p>Develop a chronology of events on a timeline, using CE and BCE</p> <p>Formulate conclusions about places and environmental characteristics, using maps, images and other representations.</p> <p>Distinguish between primary and secondary sources.</p>
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Secondary sources, such as textbooks, are accounts of events, time and places based on interpretations and summaries of primary sources.

Advancements in technology provide new information about artifacts that may change interpretations of history.

Archeologists study people of the past through artifacts found at historical sites; for example: tools and weapons, pottery, art, symbols and drawings, skeletal remains and burial sites, jewelry and adornments.

Anthropologists study groups of people to better understand origins, cultures, beliefs and customs.

Historians study and share interpretations of history by building on the findings of previous scholars.

Social scientists recognize that civilizations and empires have been built on lands of Indigenous populations around the world.

Social scientists use research processes to study people, places and event.

<p>Research processes include formulating questions, gathering and organizing information, drawing and supporting conclusions, communicating findings.</p> <p>Researchers determine themes, patterns and trends, and draw conclusions from information.</p> <p>Researchers cite references, including creator, date, audience and purpose, to demonstrate the use of reliable and valid sources.</p> <p>Information gathered through research can be used to develop an informed perspective or position related to a topic.</p> <p>Bias can be influenced by personal experience and background knowledge.</p> <p>Remaining neutral can help support coming to more accurate conclusions.</p>	<p>Social science research processes support understanding of perspectives and issues of the past, present and future.</p>	<p>Design and implement a research project.</p> <p>Evaluate information about a source to determine if the source is reliable and valid.</p> <p>Hypothesize steps and action that can be taken to limit bias in research.</p> <p>Apply ethical practices in research to one's work.</p>
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Outcome: Students investigate ways to learn about the world and take action for change.

Knowledge	Understanding	Skills and Procedures
<p>Informed citizenship involves seeking information from different sources and comparing perspectives on issues and events.</p>	<p>Recognizing diverse perspectives of people, places and events can inform actions.</p>	<p>Connect current events to prior knowledge and personal experiences.</p>

<p>Investigating events and issues from multiple perspectives and sources can:</p> <ul style="list-style-type: none"> - Support recognition of multiple interpretations of the same event - Develop empathy for the actions and values of others - Increase the accuracy, validity and reliability of information - Spark dialogue about related historical and contemporary issues - Support understanding of short- and long-term causes and consequences - Influence responses to local, provincial, national and global issues. <p>Informed citizens are aware of and respond to issues and event in many ways; for example, by sharing information, by collecting donations, by volunteering, by changing personal behaviour.</p>		<p>Develop conclusions about a current event or personal interest using information from a variety of reliable sources.</p> <p>Assess the complexities of a significant local or provincial current event.</p>
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Grade 6

Outcome: Students explore principles of democracy and civic participation.

Knowledge	Understanding	Skills and Procedures
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<p>Individuals and groups can influence change in society in various ways, including:</p> <ul style="list-style-type: none"> -questioning assumptions -thinking critically about issues -engaging in discussion -proposing new ideas -taking action. 	<p>Civic participation is a responsibility of citizens.</p>	<p>Critique factors that contribute to change in societies.</p>
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Outcome: Students examine civic participation in Canada.

Knowledge	Understanding	Skills and Procedures
<p>Individuals and groups take actions in democracies to influence government policies and bring about changes in societies.</p>	<p>Civic participation can promote change for the well-being of society.</p> <p>There are formal and informal ways to be an active citizen.</p>	

Outcome: Students explore project planning.

Knowledge	Understanding	Skills and Procedures
<p>Project planning can support change by providing steps for:</p> <ul style="list-style-type: none"> - Identifying the issue and purpose - Conducting research - Setting goals - Considering costs and resources - Deciding steps to complete the plan - Completing the plan - Reflection on the outcome of the plan. 	<p>Active citizens can plan projects for the community.</p>	<p>Formulate a project plan based on an issue or topic of interest.</p> <p>Carry out the project plan.</p> <p>Reflect on the outcome of the project plan.</p>

Grade 7

Values and Attitudes	Skills and Processes
<p>Students will demonstrate an understanding and appreciation of the distinct roles of, and the relationships among, the Aboriginal, French and British peoples in forging the foundations of Canadian Confederation.</p> <p>Students will demonstrate an understanding and appreciation of how the political, demographic, economic and social changes that have occurred since Confederation have presented challenges and opportunities for individuals and communities.</p>	<p>Develop skills of historical thinking:</p> <ul style="list-style-type: none">• analyze historical issues to form or support an opinion• use historical and community resources to organize the sequence of historical events• explain the historical contexts of key events of a given time period• distinguish cause, effect, sequence and correlation in historical events, including the long- and short-term causal relations of events• create a simulation or a model, using technology that permits the making of inferences• identify patterns in organized information <p>Apply the research process:</p> <ul style="list-style-type: none">• develop a position that is supported by information gathered through research• draw conclusions based upon research and evidence• determine how information serves a variety of purposes and that the accuracy or relevance of information may need verification• organize and synthesize researched information• formulate new questions as research progresses• integrate and synthesize concepts to provide an informed point of view on a research question or an issue• practise the responsible and ethical use of information and technology• include and organize references as part of research

	<ul style="list-style-type: none"> • plan and conduct a search, using a wide variety of electronic sources • demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of “and” or “or” between search topics and the choice of appropriate search engines for the topic • develop a process to manage volumes of information that can be made available through electronic sources • evaluate the relevance of electronically accessed information to a particular topic • make connections among related, organized data and assemble various pieces into a unified message • refine searches to limit sources to a manageable number • analyze and synthesize information to produce an original work
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Grade 8

Values and Attitudes	Skills and Processes
<p>The Grade 8 Social Studies curriculum focuses on material that is outside of the Canadian context (Japan, the Renaissance, Aztecs). While the general skills are transferrable, the General Outcomes are not directly related to the mandate of the heritage fair.</p>	<p>Develop skills of historical thinking:</p> <ul style="list-style-type: none"> • distinguish cause, effect, sequence and correlation in historical events, including the long- and short-term causal relations • use historical and community resources to organize the sequence of historical events • analyze the historical contexts of key events of a given time period • create a simulation or a model by using technology that permits the making of inferences • identify patterns in organized information

Apply the research process:

- integrate and synthesize concepts to provide an informed point of view on a research question or an issue
- develop a position that is supported by information gathered through research
- draw conclusions based upon research and evidence
- determine how information serves a variety of purposes and that the accuracy or relevance of information may need verification
- organize and synthesize researched information
- formulate new questions as research progresses
- practise the responsible and ethical use of information and technology
- include and organize references as part of research
- plan and conduct a search, using a wide variety of electronic sources
- demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of “and” or “or” between search topics and the choice of appropriate search engines for the topic
- develop a process to manage volumes of information that can be made available through electronic sources
- evaluate the relevance of electronically accessed information to a particular topic
- make connections among related, organized data, and assemble various pieces into a unified message
- refine searches to limit sources to a manageable number
- analyze and synthesize information to create a product

	<ul style="list-style-type: none"> • access and retrieve information through the electronic network
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Grade 9

Values and Attitudes	Skills and Processes
<p>(Issues for Canadians: Governance & Rights) Students will demonstrate an understanding and appreciation of how Canada's political processes impact citizenship and identity in an attempt to meet the needs of all Canadians.</p> <p>(Issues for Canadians: Economic Systems in Canada & the United States) Students will demonstrate an understanding and appreciation of how economic decision making in Canada and the United States impacts quality of life, citizenship and identity.</p>	<p>Develop skills of historical thinking:</p> <ul style="list-style-type: none"> • analyze selected issues and problems from the past, placing people and events in a context of time and place • distinguish cause, effect, sequence and correlation in historical events and issues, including the long- and short-term causal relations • use historical and community resources to organize the sequence of historical events • analyze the historical contexts of key events of a given time period • create a simulation or a model by using technology that permits the making of inferences • identify patterns in organized information <p>Apply the research process:</p> <ul style="list-style-type: none"> • reflect on changes of perspective or opinion based on information gathered and research conducted • integrate and synthesize concepts to provide an informed point of view on a research question or an issue • develop a position supported by information gathered during research • draw conclusions based upon research and evidence • determine how information serves a variety of purposes and that the accuracy or relevance may need verification • organize and synthesize researched information

	<ul style="list-style-type: none">● formulate new questions as research progresses● practise responsible and ethical use of information and technology● include and organize references as part of research● create a plan for an inquiry that includes consideration of time management● demonstrate the advanced search skills necessary to limit the number of hits desired for online and offline databases; for example, the use of “and” or “or” between search topics and the choice of appropriate search engines for the topic● develop a process to manage volumes of information that can be made available through electronic sources● evaluate the relevance of electronically accessed information to a particular topic● make connections among related, organized data, and assemble various pieces into a unified message● refine searches to limit sources to a manageable number● analyze and synthesize information to create a product
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English Language Arts and Literature Curriculum

Student participants will develop and work on a number of skills that are linked to the Grade 4 to Grade 9 English Language Arts curriculum. These are mainly focused on the development of skills in:

- Listening and Speaking
 - Oral language is the foundation of literacy. Through listening and speaking, people communicate thoughts, feelings, experiences, information and opinions, and learn to understand themselves and others.
 - Oral language carries a community’s stories, values, beliefs and traditions.
 - Listening and speaking enable students to explore ideas and concepts, as well as to understand and organize their experiences and knowledge. They use oral language to learn, solve problems and reach goals.

- To become discerning, lifelong learners, students at all grades need to develop fluency and confidence in their oral language abilities. They benefit from many opportunities to listen and speak both informally and formally for a variety of purposes.
- Viewing and Representing
 - Viewing and representing are integral parts of contemporary life. These skills allow students to understand the ways in which images and language may be used to convey ideas, values and beliefs.
 - Viewing is an active process of attending to and comprehending such visual media as television, advertising images, films, diagrams, symbols, photographs, videos, drama, drawings, sculpture and paintings.
 - Viewing enables students to acquire information and to appreciate the ideas and experiences of others. Many of the comprehension processes involved in reading, such as previewing, predicting and making inferences, may also be used in viewing.
 - Representing enables students to communicate information and ideas through a variety of media, such as video presentations, posters, diagrams, charts, symbols, visual art, drama, mime and models.

Grade 4

Outcome: Students examine how the form and structure of texts can support the communication of ideas and information

Knowledge	Understanding	Skills and Procedures
<p>Texts can be communicated for a variety of purposes, including to inform, persuade and provide enjoyment.</p> <p>Texts read for enjoyment can inspire, fascinate, or expand understandings.</p> <p>Media texts can be digital or non-digital and can combine</p>	<p>Text form or structure can support the enjoyment and communication of ideas and information for a variety of purposes.</p>	<p>Determine how the structure of texts can support the organization and communication of ideas or information.</p>

<p>sounds, words, images and graphics.</p> <p>Narrative texts can be fiction or non-fiction and can follow a structure, including beginning, problem, events, solution, ending.</p> <p>Text features can be digital or non-digital, including images, graphics, indexes.</p> <p>Non-fiction texts include autobiographies, procedural texts, land.</p> <p>Non-fiction texts can have structures that include introduction, main idea or topic, supporting details, conclusion, compare and contrast.</p> <p>Non-fiction texts can share opinions regarding information.</p>	<p>Text features can organize and enhance information in the main body of a text.</p> <p>Non-fiction texts can open minds to new possibilities and ideas.</p>	<p>Examine a variety of text features that provide important information in a text.</p> <p>Include a variety of text features to organize, clarify or enhance information.</p> <p>Investigate ways that non-fiction texts can be organized to support sharing of information.</p> <p>Discuss a variety of facts and opinions expresses in non-fiction texts.</p>
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Outcome: Students examine and demonstrate how listening and speaking support connections and clarify understandings.

Knowledge	Understanding	Skills and Procedures
<p>Phrasing and pausing work together to support flow of thought and speech, support meaning and create emphasis.</p>	<p>Listening and speaking skills can be applied and adapted to support respectful interactions.</p>	<p>Contribute respectfully to a variety of interactions that involve listening and speaking.</p>

<p>Listening includes restating key points or ideas and making personal connections.</p>	<p>Listening involves playing an active role in understanding the speaker and supports collaboration.</p>	<p>Identify opinions points of view shared in conversations or texts that are listened to.</p> <p>Demonstrate active listening when engaging in collaborative work.</p> <p>Use a variety of listening strategies to support understanding.</p>
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Outcome: Students investigate how oral language can be designed to communicate ideas and information.

Knowledge	Understanding	Skills and Procedures
<p>A combination of verbal and non-verbal language can be used to enhance clarity of create effects when communicating.</p> <p>Phrasing and pausing work together to: support flow of thought and speech, support meaning, create emphasis.</p> <p>Listening includes restating key points or ideas and making personal connections.</p>	<p>Communication can be enhanced through adjusting verbal and non-verbal language.</p> <p>Listening and speaking skills can be applied and adapted to support respectful interactions.</p> <p>Listening involves playing an active role in understanding the speaker and supports collaboration.</p>	<p>Adjust verbal and non-verbal language to enhance clarity or create effects when communicating.</p> <p>Contribute respectfully to a variety of interactions that involve listening and speaking.</p> <p>Identify opinions or points of view shared in conversations or texts that are listened to.</p> <p>Demonstrate active listening when engaging in collaborative work.</p> <p>Use a variety of listening strategies to support understanding.</p>

<p>A combination of verbal and non-verbal language can be used to enhance clarity or create effects when communicating.</p> <p>Presentations can be prepared by:</p> <ul style="list-style-type: none"> - Developing a plan - Using notes and speaking cards - Using visual aids - Selecting digital or non-digital tools. <p>Speaking cards can be jot notes or cue cards that contain key points to support speakers.</p> <p>Visual aids can be digital or non-digital, such as objects, diagrams, images and text.</p> <p>Presentation delivery include clear enunciation, appropriate tone and pace, correct grammar, and appropriate word choice.</p>	<p>Communication can be enhanced through adjusting verbal and non-verbal language.</p> <p>Presentations can be prepared and delivered to engage, inform, persuade or entertain and audience.</p>	<p>Adjust verbal and non-verbal language to enhance clarity or create effects when communicating.</p> <p>Plan ideas and details in a logical manner, including introductions and conclusions.</p> <p>Present information that engages, informs, persuades or entertains an audience.</p> <p>Integrate visual aids to enhance communication.</p>
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Outcome: Students investigate strategies and connections that support text comprehension.

Knowledge	Understanding	Skills and Procedures
A variety of reading processes and strategies support comprehension of	Inferencing involves multiple critical thinking skills, including:	Infer cause and effect relationships in texts.

<p>longer and more complex texts through independent practice.</p> <p>Summarizing information involves determining key ideas and specific details, logically ordering ideas and paraphrasing.</p> <p>Synthesizing can create new understanding through a combination of background knowledge and new information from a text.</p>	<ul style="list-style-type: none"> -considering cause and effect relationships -answering personal wonderings -combining information from various sources to draw conclusions -reading between the lines to discover the author's meaning. <p>Comprehension is enhanced when information is synthesized and summarized.</p>	<p>Make inferences in texts that reach beyond personal experiences.</p> <p>Combine information from various sources to draw conclusions.</p> <p>Infer ideas that are not explicitly stated in texts.</p> <p>Synthesize a variety of information when creating summaries of texts.</p> <p>Create personal response to a variety of literature, information texts or other texts by synthesizing information.</p>
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Outcome: Students construct and organize text to share perspectives and develop creative expression.

Knowledge	Understanding	Skills and Procedures
<p>Writing processes used to organize and enhance messages include planning, drafting, revising, editing and publishing.</p> <p>Methods and tools that support planning include lists and visualizing.</p> <p>Paragraphs include a topic sentence, supporting details and a concluding sentence.</p>	<p>Writing is a vehicle for communication, creativity and connection.</p>	<p>Create written texts for a variety of audiences and purposes.</p> <p>Create written texts using a variety of text forms and structures.</p> <p>Share perspectives on a topic in a clear and focused manner.</p> <p>Develop a logical order by grouping ideas into paragraphs.</p>

<p>A topic sentence describes what the paragraph is going to be about.</p> <p>A concluding sentence brings closure to a paragraph by identifying main ideas without adding new information.</p> <p>Fluent writing is smooth, natural and easy to read aloud with inflection, which helps bring our meaning.</p> <p>Revising includes adding or removing words or sentences to enhance writing clarity or fluency.</p> <p>Questioning can help focus research topics and processes.</p> <p>Methods and tools can be used to organize information, including note taking, graphic organizers and lists.</p> <p>Research finding can be shared in a variety of digital or non-digital forms, including reports, presentations and visual representations.</p> <p>Ethical use of information included:</p> <ul style="list-style-type: none"> - Asking permission to use, share or store information - acknowledging the ownership of information used to inform writing (citing) 	<p>Research processes involve investigating materials or information to uncover facts and support problem solving.</p>	<p>Write paragraphs with topic and concluding sentences.</p> <p>Revise texts to enhance clarity of fluency</p> <p>Edit writing for spelling, punctuation and grammar.</p> <p>Incorporate images, charts, graphs or other text features when publishing selected pieces to support a purpose or connect with and audience.</p> <p>Access information from a variety of sources to critically answer questions or expand knowledge.</p> <p>Demonstrate how information can be ethically shared using a variety of methods or tools.</p> <p>Use information ethically to create text for an intended audience.</p> <p>Choose and cite appropriate sources of information to inform research.</p>
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<p>- Fair and accurate representations of individuals or information.</p> <p>Written messages can be created or enhanced using a variety of digital or non-digital methods or tools, such as printing, keyboarding or cursive handwriting.</p>	<p>Digital or non-digital methods or tools can enhance written works and the artistry of a message.</p>	<p>Enhance the artistry of personally written works using selected methods or tools.</p>
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Outcome: Students examine and apply conventions to develop effective written communication.

Knowledge	Understanding	Skills and Procedures
<p>Capitalization is used for abbreviations.</p> <p>Punctuation can be used to add clarity, precision or creativity to messages.</p>	<p>Capitalization and punctuation can be used to support writing fluency.</p>	<p>Capitalize words appropriately in different contexts.</p> <p>Include a variety of punctuation at the end of sentences.</p> <p>Insert commas to indicate a pause between parts of sentences, to separate items in a list, or to follow a transition work.</p> <p>Insert quotation marks to identify the words of a speaker or to bring attention to a word that is used in a special way.</p>

<p>Sentences can describe what happened in the past (past tense).</p> <p>The subject of a verb is the person or thing that performs the action.</p> <p>The object of a verb is the person or thing that receives the action.</p> <p>Both subjects and objects can be nouns or pronouns</p> <p>Pronouns can replace a noun as the subject in a sentence.</p> <p>Possessive adjectives come before a noun to show who or what owns it.</p> <p>Adjectives can compare two things.</p> <p>Adjectives can compare three or more things.</p>	<p>Grammatical structures can support consistency in communication.</p>	<p>Insert apostrophes in place of letters in contractions and to show possession.</p> <p>Distinguish between a variety of sentence types.</p> <p>Determine if text is in the present, past or future tense.</p> <p>Identify nouns or pronouns that are the subject of a variety of sentences.</p> <p>Identify nouns or pronouns that are the object of a variety of sentences.</p> <p>Examine possessive adjectives in a variety of sentences.</p> <p>Use adjectives to indicate comparison of two or more things.</p> <p>Use conjunctions to connect phrases in sentences.</p> <p>Apply consistent subject-verb agreement in a variety of sentences.</p>
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Grade 5

Outcome: Students examine how text genres, forms and structures support and enhance communication.

Knowledge	Understanding	Skills and Procedures
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<p>Texts can be digital or non-digital.</p> <p>Texts can have more than one purpose, including to inform, entertain, persuade and inspire.</p> <p>Literary text forms can be fiction or non-fiction and include photo essays, news articles and hybrids.</p> <p>Narrative texts can be fiction or non-fiction and can be structured in a variety of ways, including beginning, problem, multiple events with many details, resolution of problem, ending.</p> <p>Text features can be digital or non-digital and include sidebars and glossaries.</p> <p>Non-fiction texts include persuasive texts, such as editorials and opinion pieces.</p> <p>Structures within non-fiction texts include larger topics and subtopics, and cause and effect.</p> <p>Non-fiction texts can be examined to help the reader form opinions based on the structure content or source of information.</p>	<p>Text genres, forms and structures can support the enjoyment and communication of ideas and information.</p> <p>Text features can help organize content and identify information that is most important.</p> <p>Engaging with non-fiction texts can help to analyze the world through the eyes of others.</p>	<p>Examine the purpose of a variety of digital or non-digital texts.</p> <p>Engage with a variety of genres of literary texts.</p> <p>Include a variety of text features to organize content and to identify information that is most important.</p> <p>Examine organizational structures of non-fiction texts.</p>
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Outcome: Students investigate how oral language can be designed to communicate ideas and information.

Knowledge	Understanding	Skills and Procedures
<p>Language that influences oral communication includes verbal, non-verbal and paraverbal.</p> <p>Content and delivery of oral communication can be changed based on purpose or audience.</p> <p>Oral communication can be enhanced through the selection of digital or non-digital tools or formats.</p> <p>Collaborative processes include building trust by listening to, acknowledging, and accepting the contributions of others.</p> <p>Collaborative and effective dialogue includes consideration of the perspectives of others and use of respectful language.</p>	<p>Oral communication can be enhanced through integration and adjustment of verbal, non-verbal and paraverbal language.</p> <p>Oral communication can be intentionally designed according to different situations to convey ideas and information.</p> <p>Collaboration is an active process supported by effective dialogue.</p>	<p>Integrate verbal, non-verbal and paraverbal language to enhance communications.</p> <p>Ensure messages are heard clearly by using breath body and energy to project voice.</p> <p>Select appropriate formats for oral communication based on audience and purpose.</p> <p>Present ideas and information in a logical manner to inform, persuade or entertain.</p> <p>Engage in collaborative dialogue when sharing ideas, solving problems or making decisions.</p> <p>Contribute to discussions or dialogues by agreeing, disagreeing, and adding to or explaining ideas.</p>

<p>Demonstrating respect for how other people with to be addressed maintains relationships.</p> <p>Adaptability and compromise can lead to consensus n collaborative activities.</p>		<p>Use respectful language when collaborating with others.</p> <p>Demonstrate adaptability to build consensus when perspectives or opinions within groups differ.</p>
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Outcome: Students analyze information, contexts, and perspectives using a variety of comprehension strategies.

Knowledge	Understanding	Skills and Procedures
<p>Comprehension strategies that can be used to understand and interpret complex texts include predicting, inferring, making connections, summarizing, synthesizing and evaluating.</p> <p>Evaluating is a comprehension strategy where readers make judgements based on textual evidence.</p> <p>Managing information involves researching, organizing and using information for specific purposes.</p> <p>Connections with texts that can provide evidence include text to self, text to text and text to world.</p> <p>Summarizing included identifying main ideas and using supporting evidence.</p> <p>Personal contexts can contribute to how a text is created or interpreted.</p>	<p>Comprehension is enhanced through application of critical thinking strategies and skills that support interpretations of texts and management of information.</p> <p>Comprehension can be enhanced when connections with texts are supported by summarized evidence.</p>	<p>Monitor comprehension and apply skills to support understandings of texts.</p> <p>Respond to texts by summarizing main ideas and providing supporting evidence from self, other texts or the world.</p>

<p>The author's or text creator's context can contribute to how a text is created or interpreted.</p>	<p>An awareness of context strengthens comprehension of texts.</p>	<p>Consider how personal interests experiences or perspectives might influence how texts are understood or created.</p> <p>Investigate background information about the author or text creator to provide context for informational texts.</p>
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Outcome: Students enhance the accuracy and artistry of expression through creative and critical thinking processes.

Knowledge	Understanding	Skills and Procedures
<p>Writing processes can be used to break writing into manageable chunks so that text creators can focus on impact or artistry.</p> <p>Writing processes include planning, drafting, revising, editing and publishing.</p> <p>Written expressions of ideas of information can follow organizational structures such as: introduction, opening or lead; details in order of sequence or importance; transitions; and conclusions.</p> <p>Topic and concluding sentences provide structure and link ideas within paragraphs.</p> <p>Research processes involve management of information, including</p>	<p>Writing skills can be developed to understand self and influence others.</p>	<p>Arrange and express ideas logically, using interesting details and transitions between sentences or paragraphs.</p> <p>Communicate a clear position supported by relevant evidence.</p> <p>Revise drafts to improve the fluency, coherence, sequence and logical support of ideas.</p> <p>Edit writing for spelling, punctuation and grammar.</p> <p>Publish selected pieces, incorporating graphics, captions, charts or other text features to support a purpose or connect with an audience.</p>

<p>questioning, gathering, organizing and recording.</p> <p>Topics that are broad may need to be narrowed to a manageable size for focused writing.</p> <p>Sources of information can be digital or non-digital and include people such as Knowledge Keepers, Elders and spiritual leaders.</p> <p>Methods and tools can be used to gather and organize information, including note taking.</p> <p>Research findings can be shared in a variety of digital or non-digital forms, including visual images.</p> <p>Ethical use of information includes:</p> <ul style="list-style-type: none"> - Asking permission to use, share or store information that is about, was created by, or belongs to someone else - Citing basic information used to inform writing - fair and accurate representation of individuals or information. <p>Written communication can be created by selecting a variety of digital or non-digital methods or tools, such as</p>	<p>Research processes can involve examining materials or information and reaching new conclusions.</p>	<p>Write to inform, explain, describe or report for a variety of purposes and audiences.</p> <p>Narrow research questions to determine a clear, well-defined topic.</p> <p>Develop a main idea or topic supported by facts, details, examples and explanations.</p> <p>Evaluate the validity and reliability of information and sources.</p> <p>Select a variety of relevant sources to inform writing.</p> <p>Summarize and organize ideas gained from multiple sources using a variety of methods or tools.</p> <p>Access and use information ethically.</p>
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<p>printing, keyboarding and cursive handwriting.</p> <p>The selection of digital or non-digital tools for written works can support clarity and voice.</p>	<p>The method or tool used to present written works can influence how content is perceived.</p>	<p>Experiment with methods or tools to enhance communication or create effects.</p> <p>Demonstrate legibility and writing fluency through the use of printing, cursive handwriting or keyboarding.</p>
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Outcome: Students apply and experiment with conventions to enhance precision and artistry of communications.

Knowledge	Understanding	Skills and Procedures
<p>Capitalization is used to indicate the importance of certain words in texts.</p> <p>Abbreviations can make communications easier and faster.</p> <p>Punctuation includes parentheses, which indicate additional, separate or less important words or numbers.</p> <p>Tense should be maintained throughout written or oral expression and includes present tense, past tense and future tense.</p>	<p>Capitalization and punctuation can support effective written communication.</p> <p>Communication can be supported by conventions of grammar.</p>	<p>Apply capitalization to support effective written communication.</p> <p>Apply punctuation to support effective written communication.</p> <p>Experiment with capitalization and punctuation to achieve a desired effect.</p> <p>Apply appropriate tense throughout communications.</p>

Grade 6

Outcome: Students analyze how text form and structure clarify information and support connecting with self, others and the world.

Knowledge	Understanding	Skills and Procedures
<p>Texts can have more than one purpose and may have one that stands out.</p> <p>Literary text forms can be digital or non-digital and include articles, speeches and hybrids.</p> <p>Narrative texts can be fiction or non-fiction and can be structured in a variety of ways to create effect.</p> <p>Text features can be digital or non-digital and can organize and present important content, enhance comprehension of content, and expand vocabulary.</p> <p>Non-fiction texts include speeches.</p> <p>Non-fiction texts can have a variety of structures, including problem and solution.</p> <p>The content and source of information should be analyzed for factual accuracy.</p> <p>Human-made structures of land convey meaning.</p>	<p>Text genres, forms and structures can enhance and influence the enjoyment and communication of ideas and information.</p> <p>Text features are used to navigate, enhance or create complex information in an efficient manner.</p> <p>Non-fiction texts have structures that support factual information that can be analyzed for accuracy.</p> <p>Land literacy can be enhanced through examining human-made structures of land.</p>	<p>Make connections between texts read for enjoyment and academic development.</p> <p>Include a variety of text features to help organize content, identify important information, and enhance personal expression.</p> <p>Investigate ways that non-fiction texts can be organized to enhance the presentation of factual information.</p> <p>Confirm the accuracy of information presented in non-fiction texts.</p> <p>Describe how meaning is conveyed through human-made structures of</p>

Land is a text that can be read for multiple meaning and understandings.		land by First Nations, Métis, or Inuit and peoples from other parts of the world.
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Outcome: Students connect the quality and efficacy of oral communication to oral language skills.

Knowledge	Understanding	Skills and Procedures
<p>Effective oral communication is supported by combining verbal, non-verbal and paraverbal language.</p> <p>Styles of speaking can be selected, adapted or changed depending on the situation or desired effect.</p> <p>Styles of speaking include formal, informal, colloquial and slang.</p> <p>Organization and preparation for presentations can support confidence.</p> <p>Selection of digital or non-digital tools or formats can enhance presentation delivery and capture the interest and attention of the audience.</p> <p>Collaborative dialogue can empower individuals or groups to voice ideas, express understandings, consider a</p>	<p>Oral communication style and delivery can be influenced by the connections between verbal, non-verbal and paraverbal language.</p> <p>Oral communication content, style and delivery can be adjusted to share ideas and information for specific purposes and audiences.</p> <p>Collaborative dialogue can be used to expand ideas and deepen understandings of self, others and the world.</p>	<p>Select a speaking style to fit a text or situation.</p> <p>Develop and deliver presentations for specific purposes and audiences.</p> <p>Adjust presentation based on audience background, motivation or interests.</p> <p>Reflect on the preparation, content and delivery of oral communication and consider opportunities for improvement.</p>

<p>variety of perspectives and examine new ways of thinking.</p>		<p>Offer relevant information and logical reasoning to enhance collaborative dialogue.</p> <p>Consider varied perspectives or opinions when collaborating.</p> <p>Reflect on and share new, expanded or adjusted learnings resulting from collaborative dialogue.</p>
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Outcome: Students interpret and respond to texts through application of comprehension strategies.

Knowledge	Understanding	Skills and Procedures
<p>Comprehension strategies can be used to interpret and respond to increasingly complex texts and include predicting, inferring, making connections, summarizing, synthesizing and evaluating.</p> <p>Making text to self, text to text and text to world connections can support analyzing, summarizing and synthesizing texts.</p>	<p>Comprehension, interpretation and management of information from increasingly complex texts are enhanced through application of a variety of critical thinking strategies and skills.</p> <p>Comprehension of texts includes analyzing, summarizing and synthesizing information and ideas.</p>	<p>Incorporate a variety of strategies to comprehend, interpret and manage information from texts.</p> <p>Respond to texts by summarizing main ideas and providing supporting evidence from the texts.</p> <p>Make connections between new ideas and information in texts and known ideas and information.</p> <p>Analyze ideas and information to support comprehension and interpretation of texts.</p>

<p>Conclusions can be judgements reached based on information that is stated in or inferred from texts.</p> <p>Bias is the favouring of one thing, person or group over another, usually in a way that is considered to be unfair.</p> <p>Texts are situated in and can be influenced by specific historical, social and cultural contexts.</p> <p>Specific historical and social contexts influence understandings of text.</p>	<p>Comprehension and interpretation of texts requires attention to explicit and implicit contextual information and ideas.</p> <p>Interaction with texts can deepen comprehension, expand perspectives and help readers learn more about themselves and the world.</p> <p>Historical, social and cultural contexts can support readers in examining influences on texts.</p>	<p>Synthesize ideas and information in texts to confirm or expand understandings.</p> <p>Revise or confirm predictions based on new or additional information and sources.</p> <p>Analyze ideas and information using text evidence.</p> <p>Connect perspectives reflected in texts to personal experiences.</p> <p>Compare personal perspectives to varied perspectives found in texts.</p> <p>Select the information needed to support a perspective.</p> <p>Consider whether an author or a text creator present information with or without bias.</p> <p>Analyze texts to determine contextual information that supports how a text can be understood.</p> <p>Examine artifacts as texts that can provide insights into contexts of people, time or place.</p>
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Artifacts as texts can provide insights into contexts of people, time or place.		Consider how information in a text may be presented to influence an audience.
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Outcome: Students create texts that reflect personal voice and style through creative and critical thinking processes.

Knowledge	Understanding	Skills and Procedures
<p>Writing processes can be used to clearly compose and refine ideas and develop personal style, and include planning, drafting, revising, editing and publishing.</p> <p>Planning can help organize thoughts and prioritize information and includes consideration of audience, purpose and form; idea generation; and narrowing a topic.</p> <p>Organizational structures can help focus the expression of ideas or information, such as: introduction, opening or lead; details in order of sequence or importance; transitions; conclusions.</p> <p>Revision may involve adding or deleting portions text, moving pieces of text around or restructuring sentences.</p> <p>Revision can ensure writing is clear, focused, informative and engaging.</p>	<p>Writing can cultivate expression, problem solving and critical thinking.</p>	<p>Organize writing around clear ideas or positions that are supported by examples or relevant evidence.</p> <p>Express ideas using organizational structures that enhance writing.</p> <p>Relate ideas and connect paragraphs using a variety of transitions.</p> <p>Revise text for clarity, focus and audience.</p> <p>Edit writing for spelling, punctuation and grammar.</p>

<p>Research processes involve management of information, including questioning, gathering, organizing and recording.</p> <p>Research processes can involve accessing information from multiple digital or non-digital sources.</p> <p>Information can be gathered and organized using a variety of methods and tools.</p> <p>Research findings can be shared in a variety of digital or non-digital forms, including graphs, tables or charts.</p> <p>Ethical use of information includes:</p> <ul style="list-style-type: none"> - asking permission to use, share or store information that is about, was created by, or belongs to some else - citing basic information used to inform writing - fair and accurate representation of individuals or information. <p>Written communication can be created or enhanced by selecting from a variety of digital or non-digital methods or tools, such</p>	<p>Research processes can support systematic and objective management and sharing of information.</p>	<p>Write to inform, explain, describe or report for a variety of purposes and audiences.</p> <p>Narrow research questions to determine a clear, well-defined topic.</p> <p>Support the main idea or topic with relevant facts, details, examples and explanations from multiple sources.</p> <p>Summarize and organize ideas gained from multiple sources using a variety of methods or tools.</p> <p>Analyze the validity and reliability of information and sources.</p> <p>Access and use information ethically.</p>
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<p>as printing, keyboarding or cursive handwriting.</p> <p>The selection of digital or non-digital tools for written works can be adapted according to audience, purpose, form or context.</p>	<p>Written communication involves making choices to effectively convey messages.</p>	<p>Select a method or tool to present written works that supports clarity or voice.</p> <p>Demonstrate legibility and writing fluency through the use of printing, cursive handwriting or keyboarding.</p>
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Outcome: Students apply and analyze conventions that support accuracy or enhance creative expression.

Knowledge	Understanding	Skills and Procedures
<p>Capitalization is used to indicate the importance of certain words in texts and can be used to create effects.</p> <p>Abbreviations can make communications easy to read and understand.</p> <p>Punctuation includes a colon, which can be used to introduce a list, give an explanation or give an example.</p> <p>Verb tenses clearly establish the time of the actions in written or oral expression.</p>	<p>Correct use of capitalization and punctuation can strengthen and enhance written communication.</p> <p>Communication is enhanced when correct conventions of grammar are maintained.</p>	<p>Apply capitalization appropriately in written communication.</p> <p>Apply punctuation appropriately in written communication.</p> <p>Experiment with capitalization and punctuation to create a variety of effects.</p> <p>Maintain consistent use of tense throughout communications.</p>

Grades 7 to 9

<p>Grade:</p>	<p>Outcome: Create Original Text (Generate ideas; Elaborate on the expression of ideas; Structure texts)</p>	<p>Outcome: Share and Review (Share ideas and information)</p>	<p>Outcome: Present and Share (Present information; Enhance presentation; Use effective oral and visual communication)</p>
<p>7</p>	<p>Choose appropriate strategies for generating ideas and focusing topics for oral, print and other media texts.</p> <p>Use suspense, exaggeration, foreshadowing, dialogue and description to show rising action and develop conflict.</p> <p>Create oral, print and other media texts that are unified by point of view, carefully developed plot and endings consistent with previous events.</p> <p>Create a variety of oral, print and other media texts to explore ideas related to particular topics or themes.</p>	<p>Communicate ideas and information in a variety of oral, print and other media texts, such as reports, autobiographies, brochures and video presentations.</p> <p>Use appropriate visual, print and/or other media effectively to inform and engage the audience.</p>	<p>Present ideas and opinions confidently, but without dominating the discussion, during small group activities and short, whole class sessions.</p> <p>Clarify and support ideas or opinions with details, visuals or media techniques.</p> <p>Identify and use explicit techniques to arouse and maintain interest and to convince the audience.</p>

<p>8</p>	<p>Create oral, print and other media texts related to issues encountered in texts and in own life.</p> <p>Retell oral, print and other media texts from different points of view.</p> <p>Create oral, print and other media texts with both main and minor characters.</p> <p>Choose forms or genres of oral, print or other media texts for the particular affects they will have on audiences and purposes.</p>	<p>Communicate ideas and information in a variety of oral, print and other media texts, such as interviews, minilessons and documentaries.</p> <p>Integrate appropriate visual, print and/or other media to inform and engage the audience.</p>	<p>Plan and facilitate small group and short, whole class presentations to share information.</p> <p>Present information to achieve a particular purpose and to appeal to interest and background knowledge of reader or audience.</p> <p>Plan and shape presentations to achieve particular purposes or effects and use feedback from rehearsals to make modifications.</p>
<p>9</p>	<p>Generalize from own experience to create oral, print and other media texts on a theme.</p> <p>Create oral, print and other media texts on common literary themes.</p> <p>Create oral, print and other media texts that interrelate plot, setting and character, and reveal the significance of the action.</p>	<p>Communicate ideas and information in a variety of oral, print and other media texts, such as media scripts, multimedia presentations, panel discussions and articles.</p> <p>Integrate appropriate visual, print and/or other media to reinforce overall impression or point of view and engage the audience.</p>	<p>Select, organize and present information to appeal to the interests and background knowledge of various readers or audiences.</p> <p>Choose appropriate types of evidence and strategies to clarify ideas and information, and to convince various readers and audiences.</p> <p>Integrate a variety of media and display techniques, as appropriate, to enhance the</p>

	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.		appeal, accuracy and persuasiveness of presentations.
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