

1.1 Discover and Explore	
<i>General Outcome 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</i>	The big ideas/Enduring Understandings (Rocks)
	<input type="checkbox"/> I will form opinions and points of view by sampling a variety of literature in collaboration with others
	<input type="checkbox"/> I will consider different points of view when rereading and reflecting on literature
	<input type="checkbox"/> I will write or speak to ideas on a given topic with a variety of literary genres
	Important to know and be able to do (Sand)
	<input type="checkbox"/> I will demonstrate how my personal opinions and experiences have been formed by interactions with others and literature
	Worth being familiar with (Water)
	<input type="checkbox"/> I will reflect on my growth in the six language strands (SWRL+VR) by considering the attainment of my personal goals
<input type="checkbox"/> I will be able to give reasons for adopting my particular literary style and appreciating the literary styles of particular writers, artists and filmmakers	
<input type="checkbox"/> I will talk about how new ideas and information can change previous understanding	

1.2 Clarify & Extend	
<i>General Outcome 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.</i>	The big ideas/Enduring Understandings (Rocks)
	<input type="checkbox"/> examine and re-examine ideas, information and experiences from different points of view to find patterns and see relationships
	<input type="checkbox"/> assess whether new information extends understanding by considering diverse opinions and exploring ambiguities
	<input type="checkbox"/> integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of oral, print and other media texts

2.1 Use Strategies and Cues	
<p><i>General Outcome2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</i></p>	The big ideas/Enduring Understandings (Rocks)
	<ul style="list-style-type: none"> ❑ Use Comprehension Strategies to preview complex texts as to their intent, content and structure, and use this information to set a purpose and select strategies for reading
	<ul style="list-style-type: none"> ❑ Use Prior Knowledge use previous reading experiences, personal experiences and prior knowledge as a basis for reflecting on and interpreting ideas encountered in texts
	Important to know and be able to do (Sand)
	<ul style="list-style-type: none"> ❑ Use reference materials, including a writer’s handbook, to verify correct usage, address uncertainties and solve problems that arise
	<ul style="list-style-type: none"> ❑ Use phonics and structural analysis to 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
	<ul style="list-style-type: none"> ❑ Use textual cues to 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
	<ul style="list-style-type: none"> ❑ Use Comprehension Strategies to identify explicit and implicit ideas and information in texts; listen and respond to various interpretations of the same text.
	Worth being familiar with (Water)
	<ul style="list-style-type: none"> ❑ Use Prior Knowledge to discuss how interpretations of the same text might vary, according to the prior knowledge and experiences of various readers
	<ul style="list-style-type: none"> ❑ Use Comprehension Strategies to select appropriate reading rate and strategies for comprehending texts less closely connected to prior knowledge and personal experiences
	<ul style="list-style-type: none"> ❑ Use textual cues to 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

2.2 Respond to Texts	
<p><i>General Outcome2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</i></p>	The big ideas/Enduring Understandings (Rocks)
	<ul style="list-style-type: none"> ❑ Experience various texts to express the themes of oral, print or other media texts in different forms or genres
	<ul style="list-style-type: none"> ❑ Construct meaning from texts relate the themes, emotions and experiences portrayed in oral, print and other media texts to issues of personal interest or significance
	<ul style="list-style-type: none"> ❑ Experience various texts to compare and contrast own life situation with themes of oral, print and other media texts
	<ul style="list-style-type: none"> ❑ Experience various texts to identify and discuss how timeless themes are developed in a variety of oral, print and other media texts
	<ul style="list-style-type: none"> ❑ Experience various texts to 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
	<ul style="list-style-type: none"> ❑ 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 other
	<ul style="list-style-type: none"> ❑ Construct meaning from texts discuss and explain various interpretations of the same oral, print or other media text
	<ul style="list-style-type: none"> ❑ Construct meaning from texts identify and discuss theme and point of view in oral, print and other media texts
	<ul style="list-style-type: none"> ❑ Appreciate the artistry of texts to discuss how techniques, such as irony, symbolism, perspective and proportion, communicate meaning and enhance effect in oral, print and other media texts
	<ul style="list-style-type: none"> ❑ Appreciate the artistry of texts to discuss character development in terms of consistency of behaviour and plausibility of change
	Important to know and be able to do (Sand)
	<ul style="list-style-type: none"> ❑ Experience various texts to consider peers' interpretations of oral, print and other media texts, referring to the texts for supporting or contradicting evidence
	<ul style="list-style-type: none"> ❑ Experience various texts to consider historical context when developing own points of view or interpretations of oral, print and other media texts
	<ul style="list-style-type: none"> ❑ Appreciate the artistry of texts to describe how theme, dominant impression and mood are developed and sustained through choices in language use and the interrelationship of plot, setting and character
Worth being familiar with (Water)	
<ul style="list-style-type: none"> ❑ Appreciate the artistry of texts to identify features that define particular oral, print and other media texts; discuss differences in style and their effects on content and audience impression 	

2.3 Understand Forms, Elements and Techniques	
<p><i>General Outcome2: Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</i></p>	The big ideas/Enduring Understandings (Rocks)
	<ul style="list-style-type: none"> ❑ Understanding techniques and elements to summarize the content of media texts, and suggest alternative treatments
	Important to know and be able to do (Sand)
	<ul style="list-style-type: none"> ❑ Understanding techniques and elements to compare the development of character, plot and theme in two oral, print or other media texts
	<ul style="list-style-type: none"> ❑ Understanding techniques and elements to 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
	Worth being familiar with (Water)
	<ul style="list-style-type: none"> ❑ Understand forms and genres evaluate the effectiveness of different types of media texts for presenting ideas and information
	<ul style="list-style-type: none"> ❑ Understanding techniques and elements to compare a main character in one text to the main character in another text from a different era, genre or medium
	<ul style="list-style-type: none"> ❑ Understand forms and genres to explain the relationships between purposes and characteristics of various forms and genres of oral, print and other media texts.
	<ul style="list-style-type: none"> ❑ Understanding techniques and elements to identify ways that a change in narrator might affect the overall meaning of oral, print and other media texts
<ul style="list-style-type: none"> ❑ Experiment with language to 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 	

2.4 Create Original Text	
<p><i>General Outcome 2:</i> Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</p>	The big ideas/Enduring Understandings (Rocks)
	<ul style="list-style-type: none"> ❑ Generate ideas to generalize from own experience to create oral, print and other media texts on a theme
	<ul style="list-style-type: none"> ❑ Elaborate on the expression of ideas to create oral, print and other media texts on common literary themes
	<ul style="list-style-type: none"> ❑ Structure texts to create oral, print and other media texts that interrelate plot, setting and character, and reveal the significance of the action
	<ul style="list-style-type: none"> ❑ Structure texts to 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

3.1 Plan and Focus	
<p><i>General Outcome 3:</i> Students will listen, speak, read, write, view and represent to manage ideas and information.</p>	The big ideas/Enduring Understandings (Rocks)
	<ul style="list-style-type: none"> ❑ Plan to gather information to select information sources that will provide effective support, convincing argument or unique perspectives
	<ul style="list-style-type: none"> ❑ Focus attention to assess adequacy, accuracy, detail and appropriateness of oral, print and other media texts to support or further develop arguments, opinions or points of view
	<ul style="list-style-type: none"> ❑ Focus attention to synthesize ideas and information from a variety of sources to develop own opinions, points of view and general impressions
	<ul style="list-style-type: none"> ❑ Determine information needs select types and sources of information to achieve an effective balance between researched information and own ideas

3.2 Select and Process	
<i>General Outcome 3: Students will listen, speak, read, write, view and represent to manage ideas and information.</i>	The big ideas/Enduring Understandings (Rocks)
	Important to know and be able to do (Sand)
	<ul style="list-style-type: none"> ❑ Use a variety of sources to 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
	Worth being familiar with (Water)
	<ul style="list-style-type: none"> ❑ Access information to expand and use a variety of tools and text features, such as organizational patterns of texts, page layouts, font styles and sizes, colour and voiceovers, to access information ❑ Access information to distinguish between primary and secondary sources, and determine the usefulness of each for research purposes ❑ Access information to follow up on cited references to locate additional information ❑ Evaluate sources for currency, reliability and possible bias of information for a particular research project

3.3 Organize, Record and Evaluate	
<i>General Outcome 3: Students will listen, speak, read, write, view and represent to manage ideas and information.</i>	The big ideas/Enduring Understandings (Rocks)
	<input type="checkbox"/> Organize information to organize ideas and information by developing and selecting appropriate categories and organizational structures.
	<input type="checkbox"/> Organize information to balance all sections of oral, print and other media texts and ensure sentences, paragraphs and key ideas are linked throughout
	<input type="checkbox"/> Organize information to develop coherence by relating all key ideas to the overall purpose of the oral, print or other media text
	<input type="checkbox"/> Record information to use own words to summarize and record information in a variety of forms; paraphrase and/or quote relevant facts and opinions; reference sources
	<input type="checkbox"/> Record information to 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
	<input type="checkbox"/> Record information to choose specific vocabulary, and use conventions accurately and effectively to enhance credibility
	Worth being familiar with (Water)
	<input type="checkbox"/> Evaluate Information to reflect on new understanding and its value to self and others
	<input type="checkbox"/> Evaluate Information to evaluate usefulness, relevance and completeness of gathered information; address information gaps

3.4 Share and Review	
<i>General Outcome 3: Students will listen, speak, read, write, view and represent to manage ideas and information.</i>	The big ideas/Enduring Understandings (Rocks)
	<ul style="list-style-type: none"> • Review research process to reflect on the research process, identifying areas of strength and ways to improve further research activities.
	<ul style="list-style-type: none"> • Share ideas and information to communicate ideas and information in a variety of oral, print and other media texts, such as media scripts, multimedia presentations, panel discussions and articles
	Worth being familiar with (Water)
	<input type="checkbox"/> Share ideas and information to integrate appropriate visual, print and/or other media to reinforce overall impression or point of view and engage the audience

4.1 Enhance and Improve	
<i>General Outcome 4 Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</i>	The big ideas/Enduring Understandings (Rocks)
	<input type="checkbox"/> Enhance artistry to experiment with the language and components of particular forms to communicate themes or represent the perspectives of a variety of people or characters
	<input type="checkbox"/> Appraise own and others' work to work collaboratively to make appropriate revisions based on feedback provided by peers.
	<input type="checkbox"/> Revise and edit to revise to ensure effective introductions, consistent points of view, effective transitions between ideas and appropriate conclusions.
	<input type="checkbox"/> Revise and edit to revise to revise to enhance effective transitions between ideas and maintain a consistent organizational pattern
	<input type="checkbox"/> Revise and edit to revise to revise to combine narration, description and exposition effectively
	<input type="checkbox"/> Expand knowledge of language to explore the derivation and use of words, phrases and jargon, including variations in language, accent and dialect in Canadian communities and regions
	<input type="checkbox"/> Expand knowledge of language to distinguish between the denotative and connotative meaning of words, and discuss effectiveness for achieving purpose and affecting audience
	<input type="checkbox"/> Appraise own and others' work to share sample treatments of a topic with peers, and ask for feedback on the relative effectiveness of each
	Worth being familiar with (Water)
	<input type="checkbox"/> Enhance legibility to identify and experiment with some principles of design that enhance the presentation of texts
	<input type="checkbox"/> Enhance legibility to develop personal handwriting styles appropriate for a variety of purposes

4.2 Attend to Conventions	
<i>General Outcome 4 Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</i>	The big ideas/Enduring Understandings (Rocks)
	<input type="checkbox"/> Attend to grammar and usage to use a variety of strategies to make effective transitions between sentences and paragraphs in own writing
	<input type="checkbox"/> Attend to capitalization and punctuation to use quotation marks to distinguish words being discussed in own writing
	<input type="checkbox"/> Attend to spelling to demonstrate the deliberate, conscientious and independent application of a variety of editing and proofreading strategies to confirm spellings in own writing
	Important to know and be able to do (Sand)
	<input type="checkbox"/> Attend to spelling to identify situations in which careful attention to correct spelling is especially important
	<input type="checkbox"/> Attend to grammar and usage to identify and use coordination, subordination and apposition to enhance communication
	<input type="checkbox"/> Attend to capitalization and punctuation to use dashes to show sentence breaks or interrupted speech, where appropriate in own writing
	<input type="checkbox"/> Attend to grammar and usage to identify and use parallel structure in own writing.
	Worth being familiar with (Water)
<input type="checkbox"/> Attend to capitalization and punctuation to know that rules for punctuation can vary, and adjust punctuation use for effect in own writing	
<input type="checkbox"/> Attend to spelling to identify and use variant spellings for particular effects, depending on audience, purpose, content and context	

4.3 Present and Share	
<p><i>General Outcome 4</i> Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.</p>	The big ideas/Enduring Understandings (Rocks)
	<ul style="list-style-type: none"> ❑ Enhance presentation to choose appropriate types of evidence and strategies to clarify ideas and information, and to convince various readers and audiences
	<ul style="list-style-type: none"> ❑ Present information to select, organize and present information to appeal to the interests and background knowledge of various readers or audiences
	Important to know and be able to do (Sand)
	<ul style="list-style-type: none"> ❑ Use effective oral and visual communications to integrate a variety of media and display techniques, as appropriate, to enhance the appeal, accuracy and persuasiveness of presentations
	<ul style="list-style-type: none"> ❑ Demonstrate attentive listening and viewing to follow the train of thought, and evaluate the credibility of the presenter and the evidence provided
	<ul style="list-style-type: none"> ❑ Demonstrate attentive listening and viewing to provide feedback that encourages the presenter and audience to consider other ideas and additional information

5.1 Respect Others and Strengthen Community	
<p><i>General Outcome 5</i> Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.</p>	The big ideas/Enduring Understandings (Rocks)
	Important to know and be able to do (Sand)
	<ul style="list-style-type: none"> ❑ Appreciate Diversity: examine how personal experiences, cultural traditions and Canadian perspectives are presented in oral, print and other media texts
	<ul style="list-style-type: none"> ❑ 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
	<ul style="list-style-type: none"> ❑ 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
	Worth being familiar with (Water)
	<ul style="list-style-type: none"> ❑ 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
	<ul style="list-style-type: none"> ❑ Appreciate Diversity: take responsibility for developing and sharing oral, print and other media texts and for responding respectfully to the texts of others

5.2 Work within a Group	
<i>General Outcome 5 Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.</i>	The big ideas/Enduring Understandings (Rocks)
	<ul style="list-style-type: none"> ❑ Evaluate group process to establish and use criteria to evaluate group process and personal contributions; set goals and make plans for improvement..
	<ul style="list-style-type: none"> ❑ Work in groups to generate and access ideas in a group, and use a variety of methods to focus and clarify topics for research or investigations
	<ul style="list-style-type: none"> ❑ Cooperate with others to discuss and choose ways to coordinate the abilities and interests of individual group members to achieve group goals
	<ul style="list-style-type: none"> ❑ Cooperate with others to contribute to group efforts to reach consensus or conclusions, by engaging in dialogue to understand the ideas and viewpoints of others
	Important to know and be able to do (Sand)
<ul style="list-style-type: none"> ❑ Work in groups to 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 	