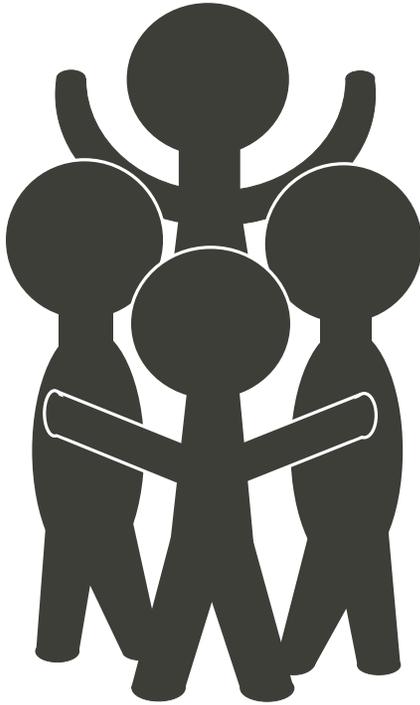


## General Outcome 5



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

Language is necessary for working together. Students learn cooperation and collaboration skills by discussing in groups, by building on others' ideas, and by planning and working together to meet common goals and strengthen community. In the classroom, students develop a sense of community. They learn to use language to offer assistance and to participate in and enrich their classroom community. In these ways, students share perspectives and ideas, develop understanding, and respect diversity.

Students learn that language is important for celebrating events of personal, social, community, and national significance. In their language learning and use, they develop their knowledge of language forms and functions. As well, they come to know how language preserves and enriches culture. To celebrate their own use of language, students display their work, share with others, and delight both in their own and others' use of the language arts. Throughout Kindergarten to Senior 4, students use language to celebrate significant community and national events. Students need opportunities to reflect on, appraise, and celebrate their achievements and growth.

Through discussions and shared activities, students become members of learning communities. To assume active roles in communities, students need to develop strong active listening, discussion, group participation, and facilitation skills and strategies in the classroom. Through reflecting and goal setting, students identify successes to celebrate and areas to enhance.



## 5.1 *Develop and Celebrate Community*

### **Grade 7**

#### ***Compare Responses***

- demonstrate growing self-confidence when expressing and sharing thoughts, ideas, and feelings

#### ***Relate Texts to Culture***

- compare ways in which oral, literary, and media texts from a variety of cultures explore similar ideas

#### ***Appreciate Diversity***

- compare the choices and behaviours of individuals presented in oral, literary, and media texts with personal choices, values, and behaviours; discuss personal participation in communities in relation to past, present, and future

#### ***Celebrate Special Occasions***

- select and use the language form and style appropriate for specific audiences to celebrate special events and accomplishments

### **Grade 8**

- express personal reactions to a variety of experiences and texts and compare them with the reactions of others

- recognize ways in which oral, literary, and media texts capture specific elements of a culture or period in history

- interpret the choices and motives of individuals encountered in oral, literary, and media texts and examine how they relate to self and others; discuss personal participation and responsibility in communities

- use appropriate language to participate in public events, occasions, or traditions

### **Senior 1**

- recognize that differing perspectives and unique reactions enrich understanding

- explain ways in which oral, literary, and media texts reflect topics and themes in life

- reflect on ways in which the choices and motives of individuals encountered in oral, literary, and media texts [such as oral stories, novels and poems, magazines and television programs...] provide insight into those of self and others; discuss personal participation and responsibilities in a variety of communities

- participate in organizing and celebrating special events, recognizing the importance and significance of the influence of language

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



## 5.1 *Develop and Celebrate Community*

### Senior 2

- consider various ideas, evidence, and viewpoints to expand understanding of texts, others, and self
- identify and examine ways in which texts reflect cultural and societal influences
- discuss ways in which texts [such as oral stories and speeches, novels and poems, magazines and television programs...] convey and challenge individual and community values and behaviours
- use effective language and texts [such as organizing commemorative events, making videos to celebrate events...] to celebrate special community occasions and accomplishments

### Senior 3

- identify various factors [such as experiences, age, gender, culture...] that shape understanding of texts, others, and self
- identify and examine ways in which culture, society, and language conventions shape texts
- explain ways in which languages and texts [such as oral stories and presentations, fiction and non-fiction books, news stories and television documentaries...] express and shape the perceptions of people and diverse communities
- use language and texts to celebrate personal and community occasions and accomplishments

### Senior 4

- demonstrate the value of diverse ideas and viewpoints to deepen understanding of texts, others, and self
- identify and analyze ways in which cultural, societal, and historical factors influence texts and how texts, in turn, influence understanding of self and others
- analyze ways in which languages and texts [such as speeches and presentations, fiction and non-fiction books, news stories, reports, and documentaries...] reflect and influence the values and behaviours of people and diverse communities
- use language and texts to celebrate important occasions and accomplishments and to extend and strengthen a sense of community

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



## 5.2 *Encourage, Support, and Work with Others*

### **Grade 7**

#### ***Cooperate with Others***

- contribute to group efforts to reach consensus or conclusions

#### ***Work in Groups***

- present group conclusions or findings to classmates

#### ***Use Language to Show Respect***

- respect diverse languages, ideas, texts, and traditions, and recognize contributions of self, peers, and the wider community

#### ***Evaluate Group Process***

- evaluate group process and personal contributions according to pre-established criteria; set group and individual goals and record action plan

### **Grade 8**

- engage in dialogue to understand the feelings and viewpoints of others and contribute to group harmony

- organize and complete tasks cooperatively and collaboratively; evaluate group productivity and efficiency

- demonstrate respect for other people's language, history, and culture

- evaluate the quality of own contributions to group process and set goals and plans for development of personal skills; evaluate group process and plan for group growth

### **Senior 1**

- recognize the importance of effective communication in working with others

- plan, organize, and participate in presentations of group findings

- use inclusive language and actions that support people across races, cultures, genders, ages, and abilities

- establish and use criteria to evaluate group process and personal contributions, and propose suggestions for development

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



## 5.2 *Encourage, Support, and Work with Others*

### Senior 2

- make and encourage contributions [such as making accurate notes, exploring others' viewpoints, listening attentively...] to assist in developing group ideas; take responsibility for developing and expressing viewpoints
- demonstrate effective group interaction skills and strategies
- recognize and analyze how language, symbols, and images are used to include or exclude people across cultures, races, genders, ages, and abilities
- evaluate own and others' contributions to group process and provide support where needed

### Senior 3

- use language to build and maintain collaborative relationships; take responsibility for respectfully questioning others' viewpoints and requesting further explanation
- demonstrate flexibility in assuming a variety of group roles and take responsibility for tasks that achieve group goals
- recognize and analyze how personal language use may create and sustain an inclusive community
- evaluate the effectiveness of group process to improve subsequent success

### Senior 4

- use language to demonstrate flexibility in working with others; encourage differing viewpoints to extend breadth and depth of individual and group thought
- demonstrate commitment and flexibility in a group, monitor own and others' contributions, and build on others' strengths to achieve group goals
- recognize how language choice, use, tone, and register may sustain or counter exploitative or discriminatory situations
- evaluate the usefulness of group process to achieve particular goals or tasks

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