



## General Outcome 5



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

Students use language to build community within the home, school, workplace, and the wider society. In a democratic, multicultural country, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

Students learn to use language to express themselves and their needs, to offer assistance, and to participate in and enrich their school life. Students learn collaboration skills by discussing in groups, by building on others' ideas, and by planning and working together to meet common goals and to strengthen classroom and school communities. In these ways, students share perspectives and ideas, develop understanding, and demonstrate respect for diversity.

Students learn that language is important for celebrating events of personal, community, national, and global significance. In their language learning and use, students 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' contributions. Students need opportunities to reflect on, appraise, and celebrate their progress and achievements in a community of learners.



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

### Grade 8

### Senior 1

#### *Cooperate with Others*



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

- recognize the importance of effective communication in working with others

#### *Work in Groups*



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

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

#### *Use Language to Show Respect*



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

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

#### *Evaluate Group Process*



- 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

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

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## 5.1 Encourage, Support, and Work with Others

### Senior 2

#### *Cooperate with Others*

- 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

#### *Work in Groups*

- demonstrate effective group interaction skills and strategies

#### *Use Language to Show Respect*

- recognize and analyze how language, symbols, and images are used to include or exclude people across cultures, races, genders, ages, and abilities

#### *Evaluate Group Process*

- 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

**GENERAL  
OUTCOME  
5**

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## 5.2 *Develop and Celebrate Community*

### **Grade 8**

### **Senior 1**

#### *Share and Compare Responses* →

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

- recognize that differing perspectives and unique reactions enrich understanding

#### *Relate Texts to Culture* →

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

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

#### *Appreciate Diversity* →

- 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

- 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

#### *Celebrate Special Occasions* →

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

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

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## 5.2 *Develop and Celebrate Community*

### Senior 2

#### *Share and Compare Responses*

- consider various ideas, evidence, and viewpoints to expand understanding of texts, others, and self

#### *Relate Texts to Culture*

- identify and examine ways in which texts reflect cultural and societal influences

#### *Appreciate Diversity*

- 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

#### *Celebrate Special Occasions*

- 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

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