

# ENGLISH LANGUAGE ARTS GRADE NINE (WNCP) CURRICULUM CORRELATION FORM

A grade level form is required to be completed for each grade to which the resource applies.

Title: \_\_\_\_\_ Series Title: \_\_\_\_\_

Format: \_\_\_\_\_ Copyright Date: \_\_\_\_\_

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**Instructions: Please indicate in the boxes (✓) the degree of curriculum fit and provide specific unit, chapter or page references.**

Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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## Grade 9

### Discover and Explore

Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

#### *Express Ideas*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>question and reflect on personal responses and interpretations; apply personal viewpoints to diverse situations or circumstances</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### *Consider Others' Ideas*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and viewpoints</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### *Experiment with Language and Forms*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>use memorable language effectively and experiment with different personas for dynamic self-expression</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### *Express Preferences*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>discuss with peers preferences for texts and genres by particular writers, artists, storytellers, and filmmakers</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### *Set Goals*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>reflect on attainment of personal goals for effective language learning and use</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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### Clarify and Extend

Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

#### *Develop Understanding*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### *Explain Opinions*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>review and refine personal viewpoints through reflection, feedback, and self-assessment</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### *Combine Ideas*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>structure and restructure ideas and information to extend current understanding and to broaden personal perspectives of the world</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### *Extend Understanding*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>consider diverse opinions, explore ambiguities, and assess whether new information clarifies understanding</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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### Use Strategies and Cues

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.

#### *Prior Knowledge*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>analyze and explain connections between previous experiences, prior knowledge, and a variety of texts</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### *Comprehension Strategies*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>use comprehension strategies [such as recognizing main ideas and significant supporting details, paraphrasing ideas...] appropriate to the type of text and purpose; enhance understanding by rereading and discussing relevant passages</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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## Grade 9

### Use Strategies and Cues

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.

#### Textual Cues

	none	slight	moderate	extensive
<ul style="list-style-type: none"> <li>use textual cues [such as common literary, expository, and media text structures...] and prominent organizational patterns [such as chronology, cause and effect, comparison and contrast, problem and solution...] to construct and confirm meaning and interpret texts</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Cueing Systems

	none	slight	moderate	extensive
<ul style="list-style-type: none"> <li>use syntactic, semantic, graphophonic, and pragmatic cueing systems [such as context clues; structural analysis to identify foreign roots, prefixes, suffixes...] to construct and confirm meaning and interpret texts [including meaning of specialized and technical vocabulary]</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Respond to Texts

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.

#### Experience Various Texts

	none	slight	moderate	extensive
<ul style="list-style-type: none"> <li>experience texts from a variety of genres [such as essays, broadcast advertisements, romances, westerns...] and cultural traditions; explain various interpretations of the same text</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Connect Self, Texts, and Culture

	none	slight	moderate	extensive
<ul style="list-style-type: none"> <li>examine how personal experiences, community traditions, and Canadian perspectives are presented in a variety of oral, print, and other media texts</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Appreciate the Artistry of Texts

	none	slight	moderate	extensive
<ul style="list-style-type: none"> <li>discuss how word choice and supporting details in oral, print, and other media texts [including drama and oral presentations] affect purpose and audience</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Understand Forms and Techniques

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.

#### Forms and Genres

	none	slight	moderate	extensive
<ul style="list-style-type: none"> <li>explain preferences for particular genres of oral, print, and other media texts</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Techniques and Elements

	none	slight	moderate	extensive
<ul style="list-style-type: none"> <li>examine the use of a variety of techniques [such as establishing setting, character portrayal, stereotyping...] to portray gender, cultures, and socio-economic groups in oral, print, and other media texts</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Vocabulary

	none	slight	moderate	extensive
<ul style="list-style-type: none"> <li>appreciate variations in language, accent, and dialect in Canadian communities and regions; recognize the derivation and use of words, phrases, and jargon</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Experiment with Language

	none	slight	moderate	extensive
<ul style="list-style-type: none"> <li>examine creative uses of language in popular culture [such as advertisements, magazines...]; recognize how figurative language and techniques create a dominant impression, mood, tone, and style</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

#### Create Original Texts

	none	slight	moderate	extensive
<ul style="list-style-type: none"> <li>create original texts [such as readers' theatre, video scripts, debates, editorials, audiotapes with voice and music, advertisements...] to communicate and demonstrate understanding of forms and techniques</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Grade 9

### Plan and Focus

Students will listen, speak, read, write, view, and represent to manage ideas and information.

<i>Use Personal Knowledge</i>	none	slight	moderate	extensive	
<ul style="list-style-type: none"> <li>determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Ask Questions</i>	none	slight	moderate	extensive	
<ul style="list-style-type: none"> <li>develop focused questions to establish a purpose for reading, listening, and viewing information sources</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Participate in Group Inquiry</i>	none	slight	moderate	extensive	
<ul style="list-style-type: none"> <li>generate and access ideas in a group and use a variety of methods to focus and clarify inquiry or research topic</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Create and Follow a Plan</i>	none	slight	moderate	extensive	
<ul style="list-style-type: none"> <li>prepare and use a plan to access, gather, and evaluate ideas and information from a variety of human, print, and electronic sources</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

### Select and Process

Students will listen, speak, read, write, view, and represent to manage ideas and information.

<i>Identify Personal and Peer Knowledge</i>	none	slight	moderate	extensive	
<ul style="list-style-type: none"> <li>access, record, and appraise personal and peer knowledge of a topic and evaluate it for breadth and depth to establish an information base for inquiry or research</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Identify Sources</i>	none	slight	moderate	extensive	
<ul style="list-style-type: none"> <li>obtain information and varied perspectives when inquiring or researching using a range of information sources [such as expository essays, radio and television transcripts, charts, tables, graphs, diagrams...]</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Evaluate Sources</i>	none	slight	moderate	extensive	
<ul style="list-style-type: none"> <li>evaluate information sources for possible bias using criteria designed for a particular inquiry or research plan</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Access Information</i>	none	slight	moderate	extensive	
<ul style="list-style-type: none"> <li>expand and use a variety of skills [including visual and auditory] to access information and ideas from a variety of sources [such as on-line catalogues, periodical indices, broadcast guides, film libraries, electronic databases...]</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Make Sense of Information</i>	none	slight	moderate	extensive	
<ul style="list-style-type: none"> <li>identify a variety of factors [such as organizational patterns of texts, page layouts, fonts, colour, voice-over, camera angles...] that affect meaning of oral, print, and other media texts; scan to locate specific information quickly; summarize, report, and record main ideas of extended texts</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Organize, Record, and Evaluate</b>					
Students will listen, speak, read, write, view, and represent to manage ideas and information.					
<i>Organize Information</i>	none	slight	moderate	extensive	
<ul style="list-style-type: none"> <li>organize information and ideas by developing and selecting appropriate categories and organizational structures</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<i>Record Information</i>	none	slight	moderate	extensive	
<ul style="list-style-type: none"> <li>summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions; reference sources</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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## Grade 9

### Organize, Record, and Evaluate

Students will listen, speak, read, write, view, and represent to manage ideas and information.

#### Record Information

none      slight      moderate      extensive

- summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions; reference sources

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### Evaluate Information

none      slight      moderate      extensive

- distinguish between fact and theory and between main and supporting information to evaluate usefulness, relevance, and completeness; address information gaps for particular forms, audiences, and purposes

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### Develop New Understanding

none      slight      moderate      extensive

- reflect on new knowledge and its value to self and the wider community; determine personal inquiry and research strengths and learning goals

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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### Generate and Focus

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

#### Generate Ideas

none      slight      moderate      extensive

- use a variety of techniques to generate and select ideas for oral, print, and other media texts

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### Choose Forms

none      slight      moderate      extensive

- adapt specific forms [such as book and film reviews, editorials, multimedia presentations, newscasts...] appropriate for content, audience, and purpose

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### Organize Ideas

none      slight      moderate      extensive

- identify and use a variety of organizational patterns [such as problem and solution, flashbacks...] in own oral, written, and visual texts; use effective transitions

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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### Enhance and Improve

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

#### Appraise Own and Others' Work

none      slight      moderate      extensive

- share and discuss particular qualities of samples from own collection of work; accept and provide constructive suggestions for revising own and others' work

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### Revise Content

none      slight      moderate      extensive

- review previous draft and revise to refine communication and enhance self-expression

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### Enhance Legibility

none      slight      moderate      extensive

- format for legibility and use word processing effectively and efficiently when composing and revising; use electronic design elements to combine print and visuals

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### Enhance Artistry

none      slight      moderate      extensive

- experiment with a variety of sentence patterns and figurative language; use supporting details when revising to enhance clarity and artistry

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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#### Enhance Presentation

none      slight      moderate      extensive

- prepare compositions, presentations, reports, essays, and inquiry or research projects in a meaningful order and with adequate detail for audience understanding

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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## Grade 9

### Attend to Conventions

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

#### *Grammar and Usage*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>edit for parallel structure, use of transitional devices, and clarity</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### *Spelling*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>know and apply a repertoire of Canadian spelling conventions when editing and proofreading; use a variety of resources when editing and proofreading</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### *Capitalization and Punctuation*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>know and apply capitalization and punctuation conventions in dialogues, quotations, footnotes, endnotes, and references when editing and proofreading</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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### Present and Share

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

#### *Share Ideas and Information*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>plan and conduct peer-involved class activities to share individual inquiry or research and understanding on a topic</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### *Effective Oral and Visual Communication*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>choose vocabulary, voice production factors, and non-verbal cues to communicate effectively to a variety of audiences; use a variety of media and display techniques to enhance the effectiveness of oral presentations</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### *Attentive Listening and Viewing*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>demonstrate critical listening and viewing behaviours [such as following the train of thought, noting main points and details, evaluating presentation techniques...] and show respect for the presenter</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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### Encourage, Support, and Work with Others

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

#### *Cooperate with Others*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>recognize the importance of effective communication in working with others</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### *Work in Groups*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>plan, organize, and participate in presentations of group findings</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### *Use Language to Show Respect*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>use inclusive language and actions that support people across races, cultures, genders, ages, and abilities</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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#### *Evaluate Group Process*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>establish and use criteria to evaluate group process and personal contributions, and propose suggestions for development</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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Prescribed Learning Outcomes	Degree of Curriculum Fit	Unit, Chapter or Page References
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**Grade 9**

**Develop and Celebrate Community**

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

*Share and Compare Responses*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>recognize that differing perspectives and unique reactions enrich understanding</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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*Relate Texts to Culture*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>explain ways in which oral, print, and other media texts reflect topics and themes in life</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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*Appreciate Diversity*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>reflect on ways in which the choices and motives of individuals presented in oral, print, and other media texts provide insight into those of self and others</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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*Celebrate Special Occasions*

none      slight      moderate      extensive

<ul style="list-style-type: none"> <li>participate in organizing and celebrating special events, recognizing the importance and significance of the influence of language</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
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