

WHAT ARE STUDENT LEARNING OUTCOMES?

Learning outcomes are statements that describe what students are expected to know and be able to do in a specific subject area by the end of a course or grade.

Each general learning outcome includes specific learning outcomes. Students are expected to show that they have attained the specific learning outcomes for a particular course or grade while building on and maintaining previous outcomes. They are cumulative.

There are five general learning outcomes for the English LA – Immersion curriculum.

Students will listen, speak, read, write, view and represent to



explore thoughts, ideas, feelings and experiences



comprehend and respond personally and critically to oral, print and other media texts



manage ideas and information



enhance the clarity and artistry of communication



celebrate and build community

Learning outcomes are not taught in isolation of one another. Since they overlap, effective teaching strives to address several at the same time, often using one or more of the language arts.



A REPRESENTATIVE SAMPLE OF ENGLISH LA - IMMERSION OUTCOMES

GENERAL LEARNING OUTCOME 2:

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

SPECIFIC LEARNING OUTCOMES:

Grade 1

Recognize and anticipate meaning from print, symbols and images; revise understanding based on further information; ask questions to anticipate meaning and use a variety of strategies [including rereading and reading on] to confirm understanding.

Grade 3

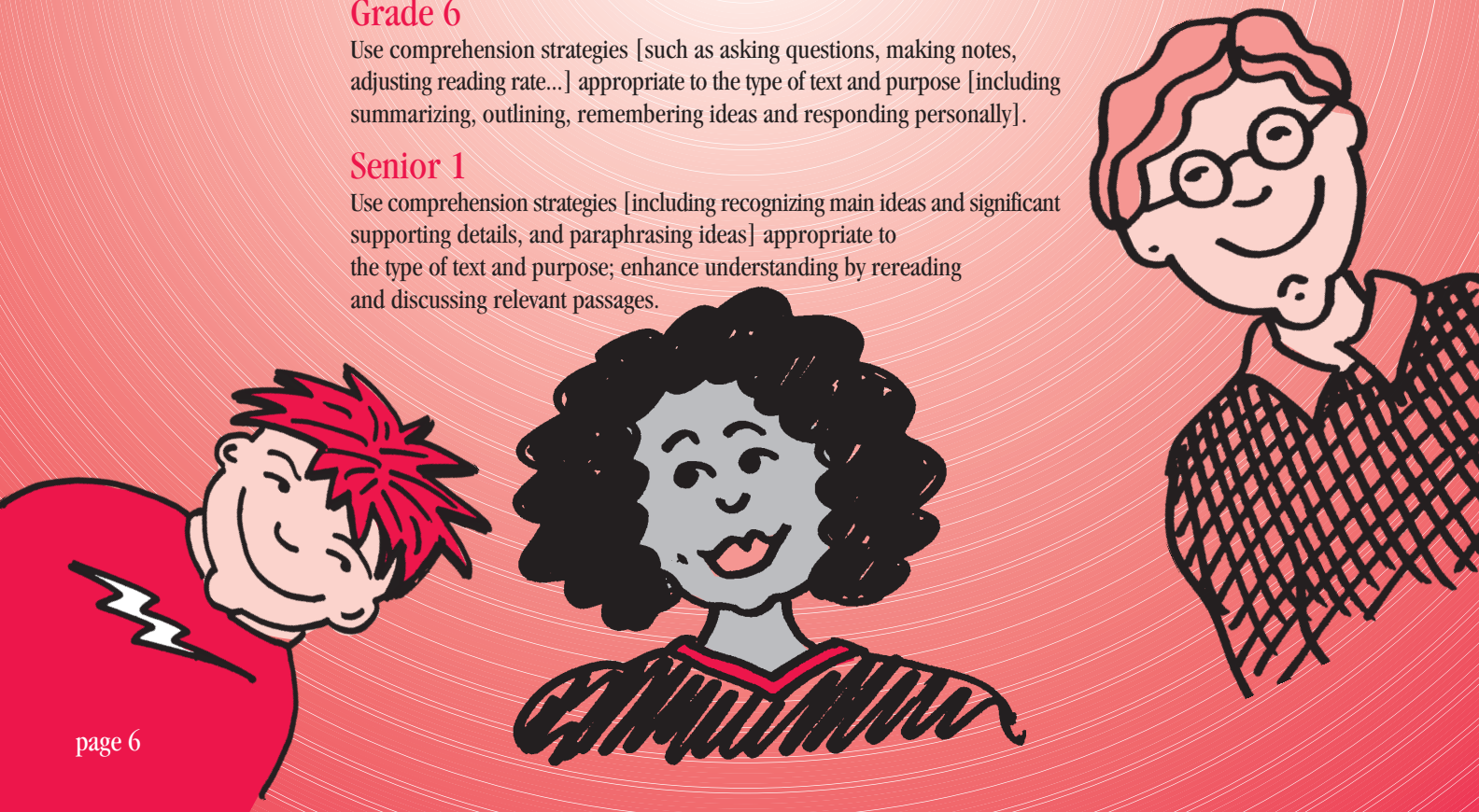
Set a purpose for listening, reading and viewing; make and confirm predictions, inferences and conclusions; reread to check meaning.

Grade 6

Use comprehension strategies [such as asking questions, making notes, adjusting reading rate...] appropriate to the type of text and purpose [including summarizing, outlining, remembering ideas and responding personally].

Senior 1

Use comprehension strategies [including recognizing main ideas and significant supporting details, and paraphrasing ideas] appropriate to the type of text and purpose; enhance understanding by rereading and discussing relevant passages.



WHAT WILL STUDENTS LEARN IN ENGLISH LA - IMMERSION?

Listening, speaking, reading, writing, viewing and representing –
these are the language arts.

Viewing and representing are new additions to the English LA – Immersion curriculum. They are included because so much information now comes to us in visual form, through television, information technology, billboards and photos. Whether viewing visual information or presenting their own information in visual form, students learn skills and strategies that are valuable in an information age.

Although the language arts are sometimes treated as though they are separate, they are really very closely related and seldom occur in isolation. To give you an example, writing may involve students in discussing their ideas with others, listening to their responses, reading for more information, viewing a video and creating a poster.

The language arts, then, are often taught together, not just as separate sets of skills. Students will be immersed in language experiences in English LA – Immersion and other subjects since language learning occurs everywhere.

Language texts are many and varied. They can include storytelling, dialogue, conversations, speeches, books, magazines, newspapers, videos, radio, TV, sign language, CD-ROMs, charts, posters, diagrams, photographs, mime and plays.

In class, students learn language, continuing a process that began at birth. They also use language to learn other things and they learn about language.





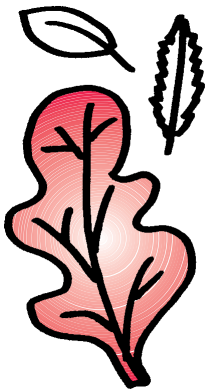
HOW CAN I HELP MY CHILD SUCCEED IN ENGLISH LA - IMMERSION?

You can help your child meet the five general learning outcomes with activities such as the following.



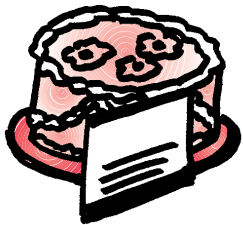
EXPLORE THOUGHTS, FEELINGS AND EXPERIENCES.

- Help your child relate new information to what he or she already knows.
- Make your home a place that is full of interesting conversation, daily language and shared viewing: books, photographs, interesting objects such as rocks, leaves, birds' nests.
- Plan time together to share ideas and review the experiences of the day.
- Encourage your child to take a risk and explore experiences using all the language arts.
- Respect your child's choices in books, tapes or CDs. Encourage him or her to expand some of those choices. Share your own favourites.
- Help your child set realistic academic goals. Celebrate his or her efforts, progress and achievements.



COMPREHEND AND RESPOND PERSONALLY AND CRITICALLY TO ORAL, LITERARY AND MEDIA TEXTS.

- Encourage your child to ask questions.
- Encourage your child to respond to what he or she sees or hears on television, radio and recordings and conversations (a process called making meaning).
- Help your child develop listening and memory skills.
- Have fun reading to your child daily. Choose fiction and non-fiction. Read a how-to manual together or follow a recipe.
- Visit the library together to take out a variety of books and videos.
- Watch television together. Discuss what you see and hear.
- Help your child understand how the things we see and hear shape the way we think of ourselves and others. Help him or her understand the difference between what is real and what is make believe.



MANAGE IDEAS AND INFORMATION.

- Curiosity plays a key role in learning. Encourage your child to ask and answer questions about the world.
- Search for answers together.
- Encourage your child to take charge of his or her own inquiries or research projects. This will help him or her develop independence.



Achieves



More



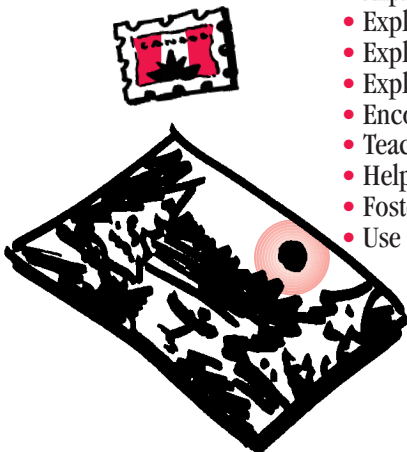
- Share your interests and how you gather and organize information on a variety of topics.
- Go to the library together often. Get to know the librarian.
- Encourage your child to use information technology; monitor Internet use for unacceptable Websites.
- Ask your child to talk about how he or she is approaching research projects.
- Help your child pace work on a research project so it can be finished on time, without rushing to finish the night before.
- Encourage your child to share new information with others.

ENHANCE THE CLARITY AND ARTISTRY OF COMMUNICATION.



- Make pencils, pens, crayons, modelling clay or plasticine, paint and paper available for your child to compose and create very day.
- Encourage your child to communicate by talking, drawing, writing, e-mailing and through the arts.
- Encourage your child to keep a diary or journal. Read published diaries such as Anne Frank's.
- Give positive feedback to your child on his or her efforts to communicate. Concentrate on the positive. Recognize that your child may be trying to communicate in a new way.
- Write a note to your child and put it in his or her lunchbox or other unexpected places.
- Write family letters and cards together.
- Encourage your child to spell as well as he or she can in informal communication. Play spelling and other word games together.
- Help your child revise and edit work that will be presented or published in class.
- Help your child develop confidence in sharing and presenting work.
- Post your child's work on the refrigerator or bulletin board.

CELEBRATE AND BUILD COMMUNITY.



- Foster a sense of belonging to your community.
- Explore your own cultural traditions.
- Explore the cultural traditions of others.
- Explore the language and cultures of others.
- Explore your neighbourhood together and find examples of how people work together.
- Encourage your child to co-operate with others.
- Teach your child how to present a point of view.
- Help your child appreciate the role of language in celebrating special occasions.
- Foster a sense of caring and responsibility for others.
- Use language to build team spirit.