



Appendix 2

Alignment of Learning Outcomes, Assignments, and Final Tests

Alignment of Learning Outcomes, Assignments, and Final Test

Learning Outcomes	Assignments (module, section, number)	Final Test (part, section, number)
1. Explore Thoughts, Ideas, Feelings, and Experiences		
1.1 1.1.1 1.1.2 1.1.3 1.1.4 1.1.5	Discover and Explore 2.1.1; 3.1.1; 3.1.3; 4.2.5 3.1.3; 5.1.4 3.1.2; 3.2.3; 4.2.5 3.2.5	A.2; A.3; C A.3; A.5; B.2; G.3 A.2 A.2 A.1; A.4; A.9
1.2 1.2.1 1.2.2 1.2.3 1.2.4 1.4.3	Clarify and Extend 5.2.1 1.3.1; 3.1.2; 4.2.1; 5.1.1; 5.1.2; 5.2.1 3.1.4	B.1; B.3; G.1 A.2; A.1; A.7; C; D.2; G.2 A.4; A.8; G.4
2. Comprehend and Respond Personally and Critically to Oral, Print, and Other Media Texts		
2.1 2.1.1 2.1.2 2.1.3 2.1.4	Use Strategies and Cues 2.1.1; 5.1.3 2.1.6; 2.1.7; 5.1.1 1.2.1; 1.3.1; 5.1.1	A.1; A.3; A.7; B.1; C A.4; A.5; A.8; D.1; G.4 D.1; D.2; G.1; H.4 F
2.2 2.2.1 2.2.2 2.2.3	Respond to Texts 1.1.1; 1.3.1; 2.2.1; 4.1.5	A.2 B.2; B.3

Learning Outcomes	Assignments (module, section, number)	Final Test (part, section, number)
2.3 2.3.1 2.3.2 2.3.3 2.3.4 2.3.5	Understand Forms and Techniques 1.2.2; 1.3.1; 1.4.1; 1.4.2; 1.4.3; 3.2.3; 4.1.2; 5.1.2; 5.1.3; 5.1.5 1.3.1; 2.1.5; 2.2.3; 5.1.2; 5.1.3; 5.1.5 1.4.2; 1.1.2; 1.2.2; 1.3.2; 1.4.1; 1.4.2; 1.4.3; 2.1.3; 2.1.4; 2.1.5; 2.2.1; 2.2.2; 2.2.3; 2.2.4; 3.1.7; 3.2.3; 4.1.1; 4.1.2; 4.1.3; 4.2.4; 5.1.2; 5.1.3; 5.1.5	B.1; C; D.2; G.2; G.4; H.1; H.2; H.3; H.4; H.1; H.2; H.3 B.2; B.3; B.4 C
3. Manage Ideas and Information		
3.1 3.1.1 3.1.2 3.1.3 3.1.4	Plan and Focus 3.1.5; 5.2.1 3.2.4; 5.1.4; 5.2.1 5.2.1 3.2.4; 5.1.1; 5.1.4; 5.2.1	A.10; C A.4; A.8; G.4 A.1; A.7 A.1; A.5; A.9; C; G.3; G.4
3.2 3.2.1 3.2.2 3.2.3 3.2.4 3.2.5	Select and Process 2.1.2; 2.2.2; 3.1.6; 5.1.4; 5.2.1 2.1.3; 2.1.6; 2.2.2; 5.1.2; 5.1.3; 5.1.5	A.7; C; D.1; G.3 A.5; G.1; G.2 G.4 A.5; G.1; G.2 A.10; C; D.2; H.4
3.3 3.3.1 3.3.2 3.3.3 3.3.4	Organize, Record, and Evaluate 4.1.1; 4.1.5; 4.2.3; 5.2.1 5.2.1 3.1.5; 4.2.2 4.2.1	C; E D.2 A.5
4. Enhance the Clarity and Artistry of Communication		
4.1 4.1.1 4.1.2 4.1.3	Generate and Focus 2.1.4; 4.1.4 1.2.1; 1.2.2; 1.4.1; 1.4.2; 1.4.3; 2.1.3; 5.1.3; 5.1.4; 5.1.5	C; D.1 D.2; D.1

Learning Outcomes	Assignments (module, section, number)	Final Test (part, section, number)
4.2	Enhance and Improve	
4.2.1		A.3
4.2.2	1.2.3; 1.4.1; 1.4.2; 1.4.3; 5.2.1	A.8
4.2.3	1.2.2; 1.2.3; 1.3.2; 1.4.1; 1.4.2; 1.4.3; 5.1.3; 5.1.5; 5.2.1	A.8
4.2.4	1.2.2; 1.2.3; 1.3.2; 1.4.1; 1.4.2; 1.4.3; 5.1.2; 5.1.3; 5.1.5; 5.2.1	C; D.2; E; F
4.2.5	1.2.2; 1.2.3; 1.3.2; 5.2.1	C
4.3	Attend to Conventions	
4.3.1	1.2.3; 4.2.5; 5.2.1	F
4.3.2	1.2.3; 4.1.3; 5.1.5; 5.2.1	
4.3.3	1.2.3; 1.3.2; 1.4.1; 1.4.2; 1.4.3; 4.1.3; 5.1.5; 5.2.1	C; E; F
4.4	Present and Share	
4.4.1	1.1.1; 1.1.2; 1.4.2; 1.4.3; 5.2.1; 5.2.2	A.1; A.9; C
4.4.2	1.1.1; 3.2.2; 5.2.2	
4.4.3	5.1.4	A.3
5. Celebrate and Build Community		
5.1	Encourage, Support, and Work with Others	
5.1.1		A.3;
5.1.2		A.6
5.1.3		A.3
5.1.4	5.1.4	A.3; A.6
5.2	Develop and Celebrate Community	
5.2.1	3.2.1; 3.2.2	
5.2.2		
5.2.3	4.2.3; 4.2.5	
5.2.4	5.1.4	A.3; A.7

Learning Outcomes Evaluation Checklist

General Outcome 1: Explore Thoughts, Ideas, Feelings, and Experience

1.1 Discover and explore

Can the student

- ___ 1. use personal experiences as a basis for exploring and expressing opinions and understanding
- ___ 2. seek others' viewpoints to build on personal responses and understanding
- ___ 3. recognize and use favourite forms of self-expression
- ___ 4. review personal collection of favourite oral, print, and other media texts and share responses to preferred forms
- ___ 5. set personal goals to enhance language learning and use

1.2 Clarify and extend

Can the student

- ___ 1. use prior knowledge and experiences selectively to make sense of new information in a variety of contexts
- ___ 2. explain the importance of linking personal perceptions and ideas to new concepts
- ___ 3. organize ideas and information in ways that clarify and shape understanding
- ___ 4. appraise ideas for clarity and ask extending questions

General Outcome 2: Comprehend and Respond Personally and Critically to Oral, Print, and Other Media Texts

2.1 Use strategies and clues

- ___ 1. describe and build upon connections between previous experiences, prior knowledge, and a variety of texts
- ___ 2. use a variety of comprehension strategies [such as setting a purpose, asking questions, inferring, confirming or rejecting predictions and conclusions...]; confirm understanding and self-correct when necessary
- ___ 3. use textual cues [such as key ideas, sequence of major events, table of contents, glossaries...] to construct and confirm meaning

- _____ 4. use syntactic, semantic, graphophonic, and pragmatic cueing systems [such as work order; context clues; structural analysis to identify roots, prefixes, suffixes...] to construct and confirm meaning; use a dictionary to determine word meaning in context

2.2 Respond to texts

Can the student

- _____ 1. experience texts from a variety of genres (such as historical fiction, myths, biographies...) and cultural traditions; explain preferences for particular types of a variety of texts
- _____ 2. compare the challenges and situations encountered in daily life with those experienced by people in other times, places, and cultures as portrayed in a variety of oral, print, and other media texts
- _____ 3. identify descriptive and figurative language in a variety of oral, print, and other media texts

2.3 Understand forms and techniques

Can the student

- _____ 1. understand and use a variety of forms of texts [such as poetry, articles, news reports, documentaries...]
- _____ 2. identify key elements [including plot, setting, and characterization] and techniques [such as colour, music, speed...] in a variety of texts, and explore their impact
- _____ 3. identify how and why word structures and meaning change, and use accurate word meaning according to context
- _____ 4. experiment with words and sentence patterns to create word pictures; identify figures of speech [such as personification...] and ways in which they convey meaning
- _____ 5. create original texts [such as journals, posters combining print and art, dioramas, travelogues...] to communicate and demonstrate understanding of forms and techniques

General Outcome 3: Manage Ideas and Information

3.1 Plan and focus

Can the student

- _____ 1. summarize personal knowledge of a topic in categories to determine information needs

- _____ 2. formulate general and specific questions to identify information needs
- _____ 3. share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research
- _____ 4. gather and record ideas and information using a plan

3.2 Select and process

Can the student

- _____ 1. record personal knowledge of a topic and collaborate to generate information for inquiry or research
- _____ 2. answer inquiry or research questions using a variety of information sources [such as newspapers, series by the same writer, scripts, diaries, elders, interviews, trips, oral traditions...]
- _____ 3. determine the usefulness of information for inquiry or research purpose and focus using pre-established criteria
- _____ 4. use a variety of tools [such as chapter headings, encyclopedia guide words...] to access information and ideas; use visual and auditory cues [such as graphics, voice-overs, scene changes, body language, background music...] to identify key ideas
- _____ 5. recognize organizational patterns [such as main ideas and supporting details, explanation, comparison and contrast, cause and effect, sequence...] or oral, print, and other media texts to construct meaning; skim, scan, and listen for key words and phrases

3.3 Organize, record, and evaluate

Can the student

- _____ 1. organize information and ideas into categories [such as what, who, where, why, when, how...] using a variety of strategies [such as webbing, using graphic organizers, sequencing...]
- _____ 2. record information in own words; cite authors and titles alphabetically and provide publication dates of sources
- _____ 3. recognize gaps in the information gathered and locate additional information needed for a particular form, audience, and purpose
- _____ 4. assess knowledge gained through the inquiry or research process; form personal conclusions and generate new questions for further inquiry or research

General Outcome 4: Enhance the Clarity and Artistry of Communication

4.1 Generate and focus

Can the student

- _____ 1. focus a topic for oral, written, and visual texts by integrating ideas from experiences and a variety of other sources
- _____ 2. choose forms [such as news stories, interviews, reports, diagrams...] appropriate to a variety of audiences and purposes
- _____ 3. use listening, reading, and viewing experiences as models for organizing ideas in own oral, written, and visual texts

4.2 Enhance and improve

Can the student

- _____ 1. participate in developing criteria to respond to oral, written, and visual creations and use the criteria to suggest revisions
- _____ 2. revise for content, organization, and clarity
- _____ 3. write legibly and use word processing when composing and revising
- _____ 4. select words for appropriate connotations and use varied sentence lengths and structures [including compound sentences]
- _____ 5. prepare organized compositions, presentations, reports, and inquiry or research projects using pre-established organizers

4.3 Attend to conventions

Can the student

- _____ 1. edit to eliminate fragments and run-on sentences
- _____ 2. know and apply Canadian spelling conventions using a variety of strategies [such as structural analysis, syllabication...] and spelling patterns when editing and proofreading; predict the spelling of unfamiliar words using a variety of resources to confirm correctness
- _____ 3. know how to capitalize and punctuate compound sentences, headings, and titles, and apply these conventions when editing and proofreading

4.4 Present and share

Can the student

- _____ 1. prepare and share information on a topic using print, audio-visual, and dramatic forms to engage the audience

- _____ 2. use gestures and facial expression to enhance oral presentations; use emphasis and appropriate pacing; arrange presentation space to focus audience attention
- _____ 3. show respect for the presenter through active listening and viewing behaviours [such as giving polite feedback, responding to the speaker's gestures, showing attentive body language...]

General Outcome 5: Celebrate and Build Community

5.1 Encourage, support, and work with others

Can the student

- _____ 1. distinguish between on-task and off-task ideas and behaviours in a group, and stay on task
- _____ 2. assume the responsibilities for various group roles
- _____ 3. demonstrate sensitivity to appropriate language use when communicating orally
- _____ 4. assess group process using checklists, and determine areas for development

5.2 Develop and celebrate community

Can the student

- _____ 1. acknowledge differing responses to common experiences
- _____ 2. draw on oral, print, and other media texts to explain personal perspectives on cultural representations
- _____ 3. compare individuals and situations portrayed in oral, print, and other media texts to those encountered in real life
- _____ 4. select and use language appropriate in tone and form to recognize and honour people and events