

Catholic District School Board Writing Partnership

Course Profile English in Daily Life

ESL Level 2

Open

• *for teachers by teachers*

Course Profiles are professional development materials designed to help teachers implement the new Grade 9 secondary school curriculum. Writing partnerships of catholic school boards and subject associations created these materials. The Ontario Ministry of Education funded the development of these resources. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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Course Overview: English in Daily Life, Open English as a Second Language, Level 2

Identifying Information

District: Durham Catholic District School Board

Peterborough, Victoria, Northumberland, Clarington Catholic District School Board

Course Title: English in Daily Life

Grades: 9 - 12

Course Type: Open

Ministry Course Code: ESL B0

Secondary Policy Document: *The Ontario Curriculum Grades 9 to 12, English as a Second Language and English Literacy Development, 1999*

Publication Date: August 1999

Credit Value: 1.0

Department: English as a Second Language

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Description/Rationale

This course expands students' essential English communication skills and cultural knowledge and introduces to students the language of classroom studies. Students develop oral classroom skills and reading strategies, expand their vocabulary, and use more complex sentence patterns. Students also learn how to use some school and community resources.

How This Course Supports The Ontario Catholic School Graduate Expectations

Education should reflect what Pope John Paul II calls "the common effort to build the civilization of love founded on the universal values of peace, solidarity, justice, and liberty." Through language, God's creative and liberating actions are revealed to each generation. Therefore, language serves not only as the pathway of communication between all people but as the primary form of encounter between God and humanity as well, integrating mind, body, and soul. English language instruction in the Catholic system creates literate, responsive and responsible Christians who are optimally informed, independent thinkers and communicators.

Unit Titles

Unit 1	New Beginnings	15 hours
Unit 2	Ontario and Our Community	15 hours
Unit 3	Celebrations	20 hours
Unit 4	Canadian Diversity	25 hours
Unit 5	Media: Exploring Newspapers	20 hours
Unit 6	Historical Canada: <i>Anne of Green Gables</i>	25 hours

Unit Organization

Unit 1: New Beginnings

Time: 15 hours

Description

This unit exposes students to learning experiences designed to assist them in developing visual, oral, and written communication skills in connection with literature. Students reflect on past and present experiences and express their views, feelings, and ideas in oral and written mediums. Students demonstrate communicative competence through daily practise of the skills needed to develop oral and written fluency in English. Opportunities to learn new vocabulary and language structures, develop time management skills, and use first language skills promote second language acquisition. Respect and consideration for others are emphasized as students become effective communicators who speak, write, and listen honestly, sensitively, and critically in light of Gospel values.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 2a, b, c; 3c; 4c, f; 5a.

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Overall Expectations: BORV.01, 04,05; BREV.01, 04; BWRV.01, 03; BSCV.04.

Specific Expectations: BOR1.01, 02, 03, 06, 07, 2.03, 3.01, 02; BRE1.01, 2.01, 02, 3.03; BWR1.01, 02, 3.01, 02, 03; BSC, 2.01, 02, 03.

Unit 2: Ontario and Our Community

Time: 15 hours

Description

This unit provides students with an opportunity to become acquainted with the province and community in which they live. Students use current technologies like the Internet and practise time-management skills. The real success of this unit is in providing a context for each student to feel valued. Looking at social issues and community resources allows students to feel empowered as Christians, able to help themselves and others. Language skills development highlights related vocabulary, as well as verb tenses, questioning and note taking, and a variety of other grammatical and organizational structures that students naturally encounter as they read, write, view, speak, and interact with other students, short texts, and the community directly.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 1d; 2a, b, c; 3a, f; 4a, f; 5e, g; 6c; 7e, f, g, i.

Strand(s): Oral and Visual Communications, Reading, Writing, Social and Cultural Competence

Overall Expectations: BREV.01, .02, .03, .04, .05; BWRV.01, .02, .03; BORV.01, 03, 04, 06; BSCV.01, .02, .03, .04.

Specific Expectations: BRE1.01, .02, .03; 2.01, .02, .03; 3.01, .02, .03, .04; 4.01, .02; BWR1.01, .02; .01, .02, .03, 04; 3.01, .02, .03, .04, .05; BOR1.01, .02, .03, .04, .05, .06; 2.01, .02, .03, .04; 3.01; 4.01; BSC 1.02, .03, .05; 2.01, .02, .03, .04, .05.

Unit 3: Celebrations

Time: 20 hours

Description

Celebrations are essential to every cultural group. Students recognize and value the multitude of customs and traditions that make Canada a rich and diverse community of God. Studying the celebrations of different cultural groups permits students to expand their communicative competence, compare and contrast traditions of different cultures, and further explore their social and cultural place in Canadian society. By sharing their own customs and traditions, students contribute to and learn about Canadian multiculturalism. By organizing and participating in different celebrations which include their families and friends, students become caring members of their family, school, parish, and the wider community.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 1b, d; 5c; 7c, d, f, g, j.

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Overall Expectations: BORV .01, .02; BREV.01,.05; BWRV .01,.02, .03; BSCV.01, 02, .03.

Specific Expectations: BOR 1.01, .03, .04, 2.02, 3.02, 3.03; BWR1.01, 2.01, .02, .03,.04, 3.05; BRE1.01, .02, 3.01, 05 4.01; BSC1.03,.04, 2.02, .03, .04, .05.

Unit 4: Canadian Diversity

Time: 25 hours

Description

This unit of study explores Canada's physical, sociocultural, and economic diversity and the interrelationships this diversity generates. Throughout this unit, students develop a sense of appreciation for the beauty and richness of Canada's natural environment, the diversity of cultures and the details of the Canadian economy and government. As they progress through this unit, students reflect upon their Christian and civic responsibility to society and the environment and consider the opportunities our country has to offer. Students think globally and analyse the presence of Catholic values in the social fabric of the country.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 1c; 3c, f; 4e; 5a, e, g; 7a, f, g, h, i, j.

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Overall Expectations: BORV.03, .04, .06; BREV.01, .03, .05; BWRV 01,.02, .03; BSCV .01, .02.

Specific Expectations: BOR 1.01, .02, .03, .05, .06, .08, 2.01, .02, .03, .04, 3.03, 4.01; BRE 1.01, .02, .03, 2.01, .02, .03, 3.01, .02, .03, .04, .05, 4.01, .02; BWR1.01, .02, 2.01, .02, .03, .04, 3.01, .02, .03, .04, .05, .06; BSC1.01, .02, .04, .05, 2.01, .02, .03, .04.

Unit 5: Media: Exploring Newspapers

Time: 20 hours

Description

Media literacy serves a dual purpose: developing fluency in language and forming a relevant social context. This unit shows students how to use newspapers to become knowledgeable about current events and discover information about their community and the world at large. Personal and creative expression is encouraged. Students investigate format, context, style, and vocabulary used in newspapers. In the process, students learn to make ethical decisions about major social, political, and economic issues. Students continue to strengthen their skills in visual, oral, and written communication. Students are encouraged to become lifelong learners, developing and demonstrating their God-given potential.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 2b, e; 3c, d; 4g

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Overall Expectations: BORV.01, .04, .06; BREV.02, .04; BWRV.01, .03; BSCV.01

Specific Expectations: BOR 1.01, .02, .03, .06, .08, 2.04, 3.03, 4.01; BWR 1.01, 2.02, .03, .04, 3.01,.02,.03,.05,.06; BRE 1.02, 2.02, .03, 3.01, .03, 4.01; BSC1.05; 2.01, .04.

Unit 6: Historical Canada: *Anne of Green Gables*

Time: 25 hours

Description

This novel study unit introduces ESL students to one of the most endearing treasures in Canadian literature. The novel, *Anne of Green Gables*, (Random House - Bullseye Step Into Classics) acts as a springboard to a variety of learning activities directed primarily at acquainting students with the early history of Canada. As they progress through the novel, students identify and reflect upon issues significant to the time period in which the novel is set and how they relate to or compare with Canadian society today. By reading and responding to the novel, students continue to strengthen their skills, particularly in oral, visual, and written communication. Students relate aspects of fiction to their own personal and faith experiences to find parallels and connections within Gospel and Biblical stories.

Strand(s) and Expectations

Ontario Catholic School Graduate Expectations: 1i, j; 2a, c; 3c; 4g; 5a; 7g.

Strand(s): Oral and Visual Communication, Reading, Writing, Social and Cultural Competence

Overall Expectations: BORV.01, .03, .05, .06; BREV.01, .02, .03; BWRV.01, .03; BSCV .01, .02.

Specific Expectations: BOR 1.01, .02, .03, .06, 2.02, .03, 3.03, 4.01; BRE 1.01, .02, .03, 2.01, 02, 03, 3.01, .02, .03, .04, .05, 4.01, .02; BWR 1.01,.02, 2.02, .03, 3.01,.02; BSC1.01, .02, .04, 2.02, .04.

Strategies and Resources

The following chart illustrates the main strategies and resources used in this course profile.

<p>Instructional Strategies Instructional strategies may include the following:</p> <p>Answering Comprehension Questions - answering questions to improve reading skills</p> <p>Brainstorming - generating initial ideas</p> <p>Charting Information- organizing ideas, information, and opinions using graphic organizers</p> <p>Class/Group Discussion- clarifying ideas and improving listening and speaking skills</p> <p>Composition Modeling and Writing- using simple sentence/paragraph structures.</p> <p>Conferencing - student-to-student or student-to-teacher discussion</p> <p>Creating Questions- designing questions to attain information</p> <p>Creative Writing- expressing ideas creatively</p> <p>Excursions -experiencing the community and its resources</p> <p>Interviewing - creating and asking questions to gather data</p> <p>Journals- writing to express ideas and develop fluency</p> <p>Note Taking- recording information</p> <p>Oral Presentation- oral presentation of researched topic</p> <p>Oral Reading - reading to aid comprehension and pronunciation</p> <p>Paragraph/Letter Writing- organizing ideas into a variety of formats</p> <p>Story Mapping - charting elements of a story (plot, setting, characterization)</p> <p>Technology Applications – using various forms of computer technology to enhance learning</p> <p>Writing Process - using a step-by-step approach to composing and editing written work</p> <p>Visual Stimuli - using visuals to</p>	<p>Assessment Strategies The assessment plan may include the following:</p> <p>Personal Communication</p> <ul style="list-style-type: none"> \$ journals \$ self assessment \$ student-teacher conferences \$ student-student conferences <p>Paper and Pencil Tests</p> <ul style="list-style-type: none"> \$ sight-reading \$ comprehension \$ vocabulary <p>Observation</p> <ul style="list-style-type: none"> \$ formal \$ informal <p>Performance Assessment</p> <ul style="list-style-type: none"> \$ posters and pamphlets \$ exhibitions \$ writing assignments \$ oral presentations \$ story map \$ oral reading \$ research projects <p>Assessment tools include:</p> <ul style="list-style-type: none"> \$ checklists \$ marking schemes \$ rubrics \$ anecdotal comments with suggestions for improvement \$ error analysis \$ homework checks 	<p>Main Resources The following resources support teaching and learning strategies:</p> <ol style="list-style-type: none"> 1. Azar, Betty Schramper. <i>Understanding and Using English Grammar</i>. Englewood Cliffs: Prentice Hall, 1989. 2. Barry, James. <i>Language to Go</i>. Toronto: Nelson, 1995. 3. Canadian Bible Society. <i>Good News Bible: Today's English Version</i>. Toronto: Canadian Conference Of Catholic Bishops, 1996. 4. Fowler, H. W. <i>The Concise Oxford Dictionary</i>. Oxford: Clarendon Press, 1990. 5. Liebman, Daniel. <i>Canadian Dictionary for English Learners</i>. Toronto: Addison-Wesley, 1987. 6. Martin, Dave. <i>Communicating Skills</i>. Scarborough: Nelson, 1998. 7. Montgomery, L.M. adapted by Deborah Felder. <i>Anne of Green Gables</i>. Toronto: Random House, 1994. 8. Myers, M. <i>Teaching To Diversity</i>. Toronto: Irwin Publishing, 1993. 9. O'Malley, J.M., and L. Pierce. <i>Authentic Assessment for English Language Learners</i>. Toronto: Addison- Wesley Publishing Co., 1996. 10. Parnwell, E.C. <i>The Canadian Oxford Picture Dictionary</i>. Toronto: Oxford University Press, 1999. 11. Walter, T. <i>Amazing English</i>. Toronto: Canadian Resources for ESL, 1994. 12. Wansbrough, Henry. Ed. <i>The New Jerusalem Bible</i>. New York: Doubleday, 1990. 13. Zuern, Guenther. <i>Ontario Reader 1999</i>. Toronto: Newcomer Communications, 1999
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promote understanding and to stimulate thought and ideas Vocabulary Log - noting word forms/families and common idioms to understand meaning		
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Evaluation of Student Achievement

The individual components of student evaluation are embedded within the four strands designated for learners of English as a Second Language. As a result categories for tests, language skills, etc. do not exist.

Knowledge/Skill Category Weighting	%	Course Grade Weighting	%
Final Evaluation		Final Evaluation	
\$ Knowledge/Understanding	25	Oral and Visual Commun.	30
\$ Thinking/Inquiry/Problem Solving	25	Reading	20
\$ Communication	25	Writing	20
\$ Application/Making Connections	25	Social and Cultural Comp.	
Oral and Visual Communication		Course Grade	20
\$ Knowledge/Understanding	20		10
\$ Thinking/Inquiry/Problem Solving	30		
\$ Communication	30		
\$ Application/Making Connections	20		100
Reading			
\$ Knowledge/Understanding	25		
\$ Thinking/Inquiry/Problem Solving	35		
\$ Communication	20		
\$ Application/Making Connections	20		
Writing			
\$ Knowledge/Understanding	25		
\$ Thinking/Inquiry/Problem Solving	25		
\$ Communication	10		
\$ Application/Making Connections	40		
Social and Cultural Competence			
\$ Knowledge/Understanding	15		
\$ Thinking/Inquiry/Problem Solving	20		
\$ Communication	25		
\$ Application/Making Connections	40		

Additional Information

Course Notes

The daily teaching of language skills is an important feature of any language course. The cultural and religious faith components of student learning are essential, because it must always be remembered that students' daily lives are affected by their experiences in a new cultural environment. For these students the familiarity of first language and religion are very important anchors in their learning. A strong faith component in the course is important to validate students' lives and cultures. The importance of technology in the classroom must be recognized. Computers used for word processing or finding resources on the Internet are important to daily student learning. Teachers must use the Individual Education Plans (IEPs) of exceptional learners in the English as a Second Language program to determine the modifications and accommodations which need to be used with these students. Accommodations to assessment strategies must also be considered. Work portfolios and rubrics are important components of assessment. To support the many Teaching/Learning Strategies that have been developed in phase two, the writers have created a library of practical graphic organizers. These are available on the web site of the Durham Catholic District School Board at www.durhamrc.edu.on.ca.

OSS Policy Applications

OSS policy documents in all subject disciplines have important applications for the English as a Second Language student because the expectations in these documents will be the ultimate benchmark upon which students' achievement will be assessed. English as a Second Language programs move students toward participation in the main stream English program, and as such, teachers need to make students aware of the expectations they will eventually have to achieve.

Another important consideration is the literacy test which students will eventually have to pass. Every effort must be made to focus students' language skill development towards successful completion of the literacy test.

The application of *Choices Into Action*, (1999) is very significant for English as Second Language learners because of the need for future career planning in a new environment. The career development needs of students new to Canada cannot be ignored and in fact the limitations of language can often seem to be a hurdle for second language students as they choose education and career paths. Specific aspects of the guidance program will have to address the special needs of English as a Second Language learners.

Course Evaluation

Ongoing and consistent program evaluation and program needs assessment are essential features of any English as a Second Language program. Teachers must constantly reflect upon their own practices and their students' progress. A *Stop, Start, Keep* continuum, where current practices are analysed, is a practical way for teachers to assess their program and ensure it is meeting the needs of students. Outside analysis of a program by a Curriculum Chair or Program Consultant may also be useful in assisting with the evolution of a program. Finally, involving students in program evaluation is important, because most often students can very directly show teachers the strengths and weaknesses of any program. The key to successful course evaluation is constant evolution of practice in the face of the changing needs of students.

ESLBO: Oral and Visual Communication Expectations

Code	Overall Expectations	1	2	3	4	5	6
BORV.01	Participate in conversations on familiar topics in some social situations;	T	T	T		T	T
BORV.02	Recognize and respond appropriately to body language, pauses, and common stress and intonation patterns in English speech;			T			
BORV.03	Understand and use some key subject-specific vocabulary in classroom discussions when visual aids are used;		T		T		T
BORV.04	Communicate orally, using accepted word order, common tenses, and other features of English grammar with some accuracy and consistency;	T	T		T	T	
BORV.05	Use appropriately some features of language that indicate different levels of formality in English;	T					T
BORV.06	Demonstrate comprehension of key information from media works.		T		T	T	T
Code	Specific Expectations	1	2	3	4	5	6
BOR 1.01	Maintain face-to face conversation on familiar topics;	e	e	e	T	T	T
BOR 1.02	Determine meaning by requesting clarification and restating information when necessary;	e	e		T	T	T
BOR 1.03	Listen to others and stay on topic in group discussions;	e	T	T	e	T	e
BOR 1.04	Offer and respond to greetings, introductions, invitations, farewells, compliments, and apologies;		T	e			
BOR 1.05	Use the telephone to obtain some specific information		T		e		
BOR 1.06	Use short sentences and phrases to tell stories, recount events, provide direction or instructions and give opinions;	e	e		e	e	e
BOR 1.07	Use tone of voice, gestures and other non-verbal cues to help clarify meaning when describing events, telling stories and stating opinions;	e					
BOR 1.08	Use the customary stress and intonation patterns of English speech to emphasize meaning or to express feelings;				e	e	
BOR 2.01	Use, in simple contexts, some key vocabulary learned in other subject areas;		T		e		
BOR 2.02	Restate important information from presentations that include visual aids;	e	e	e	e		e
BOR 2.03	Ask others the meaning of words for clarification;	e	e		e		T
BOR 2.04	Use common tenses, adjectives, adverbs, conjunctions, prepositions, common idioms, some two-word verbs, and some interrogative and negative constructions appropriately and with some consistency;		e		e	e	
BOR 3.01	Use and respond appropriately to common non-verbal signals;	e	T				
BOR 3.02	Exchange information about cultural variations in non-verbal communication;	T		e			
BOR 3.03	Demonstrate knowledge of appropriate verbal behaviour in a variety			T	T	T	e

	of contexts;						
BOR 4.01	View, read, and listen to media works to obtain information and complete assigned tasks.		e		e	e	T

ESLBO: Reading Expectations

Code	Overall Expectations	1	2	3	4	5	6
BREV.01	Responding to a range of short fiction and non-fiction texts, using a variety of strategies;	T	T	T	T		T
BREV.02	Choose reading materials for study and personal enjoyment, with teacher guidance;		T			T	T
BREV.03	Demonstrate knowledge of English vocabulary related to classroom studies;		T		T		T
BREV.04	Read texts with familiar content or vocabulary, using a variety of reading strategies;	T	T			T	
BREV.05	Choose appropriate resources from preselected materials for use in teacher-directed assignments;		T	T	T		T
Code	Specific Expectations	1	2	3	4	5	6
BRE 1.01	Demonstrate understanding of fiction and non-fiction texts designed or adapted for second-language learners;	e	e	T	T		e
BRE 1.02	Read and respond to a variety of materials selected for study and pleasure;		e	e	e	e	T
BRE 1.03	Use classroom, school, and local libraries to find reading materials for study and personal enjoyment;		e		T		T
BRE 2.01	Use context and familiar vocabulary in texts to infer the meaning of new words;	e	e		T		e
BRE 2.02	Use vocabulary-acquisition strategies;	T	e		T	T	T
BRE 2.03	Maintain a vocabulary notebook or list for various subject areas;	T	T		e	e	T
BRE 3.01	Extract information from specific features of text;		e	e	e	e	e
BRE 3.02	Demonstrate comprehension of teacher-prepared texts and summaries;		e		e		e
BRE 3.03	State the main idea of individual passages that contain familiar vocabulary;		e		e	e	e
BRE 3.04	Skim text with familiar vocabulary or content for overall comprehension;		T		T		T
BRE 3.05	Scan text with familiar vocabulary of specific information;			e	T		T
BRE 3.06	Demonstrate comprehension of syntactic cues;		e				
BRE 4.01	Locate information in subject-specific non-fiction sources;		e	e	e	e	T
BRE 4.02	Use graphic organizer provided by teacher to extract information from preselected texts;		e		T		e

ESLBO: Writing Expectations

Code	Overall Expectations	1	2	3	4	5	6
BWRV.01	Write in a variety of forms;	T	T	T	T	T	T
BWRV.02	Use some elements of the writing process, with teacher guidance, with an emphasis on prewriting activities;		T	T	T		
BWRV.03	Use a variety of simple sentence patterns and basic conventions of standard Canadian English with some accuracy in written form;	T	T	T	T	T	T
Code	Specific Expectations	1	2	3	4	5	6
BWR 1.01	Write short journal entries, notes, dialogues, narratives, autobiographies, reports, personal responses, and letters, with teacher guidance;	e	e	e	e	e	e
BWR 1.02	Respond appropriately to written questions based on familiar academic content;	T	e		e		e
BWR 2.01	Generate and organize ideas for writing, using graphic organizers provided by the teacher;		e	e	e		
BWR 2.02	Compose a first draft of a simple composition;		e	T	T	e	e
BWR 2.03	Use simple word-processing software to compose and edit pieces of writing;		e	e	T	e	T
BWR 2.04	Use simple graphics software to format and embellish pieces of writing;		T	e	T	e	
BWR 3.01	Compose a short paragraph containing simple and compound sentences;	e	e		e	e	e
BWR 3.02	Use common tenses and verb phrases, adjectives, adverbs, and some conjunctions in their writing;	e	e		e	e	T
BWR 3.03	Use a variety of simple sentence patterns in their writing;	e	T		e	e	
BWR 3.04	Use vocabulary-acquisition strategies to spell words correctly;		T		e		
BWR 3.05	Check spelling, using a variety of resources;		T	e	e	T	
BWR 3.06	Use capitals for proper nouns, commas to separate items in lists, and quotation marks for direct speech, with some consistency.				T	e	

ESLBO: Social and Cultural Competence Expectations

Code	Overall Expectations	1	2	3	4	5	6
BSCV.01	Demonstrate understanding of and respect for the wide variety of cultures and languages in Canada;	T	T	T	T	T	T
BSCV.02	Demonstrate knowledge of a variety of facts about Canadian culture, geography, and history;		T	T	T		T
BSCV.03	Participate in some school community activities;		T	T			
BSCV.04	Demonstrate adaption to school norms, key teacher expectations, and classroom routines;	T	T				
Code	Specific Expectations	1	2	3	4	5	6
BSC 1.01	Describe the three levels of government in Canada and the electoral process for each, and identify the main political parties;				e		T
BSC 1.02	Compare the regions of Canada with respect to their major economic activities;		e		e		T
BSC 1.03	Compare and contrast the traditions and behavioural norms of a number of cultures;		e	e			
BSC 1.04	Demonstrate awareness of the variety of languages in community and school environment;			e	e		T
BSC 1.05	Communicate information about current events;		T		e	e	
BSC 2.01	Use time-management skills to organize homework complete assignments on time, and make up missed work;	e	e		e	e	
BSC 2.02	Ask questions of teachers and peers for clarification and to obtain information;	e	e	e	T		T
BSC 2.03	Use their first language when appropriate to understand and communicate;	e	e	e	e		
BSC 2.04	Use school and community resources to support classroom learning;		e	e	e	T	e
BSC 2.05	Participate in some school activities, special events, sports, or clubs.		T	e			

Symbol Code:

T indicates the expectations are addressed through the teaching/learning strategies.

e indicates the expectations are measured through the assessment and evaluation strategies.