

Intercultural Competence

A1.1

A1.2

A2

B1

GCO 4

Students will demonstrate intercultural skills and knowledge as members of diverse Canadian society.

SCO 4.1

- I can demonstrate respect for materials, equipment, and spaces shared with others.
- I can show understanding of rights and responsibilities in the classroom and school.
- I can establish basic social contact by using the simplest forms of polite greetings and farewells.

- I can identify rights and responsibilities in the classroom, school and community.
- I can use every day polite forms of greeting and address.
- I can communicate simple, predictable information from one language to another, provided I have sympathetic listeners.

- I can briefly describe the concept of rights and give some examples as a member of various communities.
- I can briefly describe the concept of responsibility as a member of various communities and give some examples.
- I can use simple common expressions and follow basic routines for socialising (e.g., making and accepting apologies, using appropriate greetings).
- I can briefly describe aspects of culture.
- I can react to cultural texts (e.g., art, media, literature, artefact), connecting to my experiences and those of others.
- I can communicate the overall sense of what was said in everyday situations, from one language to another, provided I have a sympathetic listener.

- I can define rights and responsibilities, giving various examples (e.g., school, community, country).
- I can discuss the concepts of culture and diversity within the Canadian context (e.g., school, community, country) through multiple modes of representation, expression and action.
- I can use a variety of common expressions, and follow social norms in my interactions.
- I can explain differences and similarities in the customs, values and beliefs across cultures.
- I can communicate from one language to another the main sense of what is said, on familiar or factual subjects.
- I can invite other people in a group to speak.

Strategies for Success

GCO 5

Students will demonstrate understanding and use of strategies for success.

SCO 5.1

- I can use resources to help me learn English (e.g., word walls, teacher, translation tools, picture or multilingual dictionaries).
- I can work with peers (e.g., in pairs, small groups, whole class).
- I can set a learning goal, with support.
- I act on very simple feedback related to my goal.
- I can ask for repetition or help.
- I can organize my learning materials (e.g., binder, portfolio), with support.
- I can represent myself in a positive way (e.g., visuals, collages, statements).
- I can choose artefacts to show evidence of my learning (e.g., cloze exercise, recording, poster), when I have support.

- I can use resources to help me learn English (e.g., use a dictionary, check with a peer).
- I can work respectfully with peers (e.g., listen to each other, take turns, do your part).
- I can set a goal and define steps to achieve it, with support.
- I can reflect on simple feedback.
- I can memorize new words (by repeating them silently or aloud, using flash cards, etc.).
- I can group together sets of things with similar characteristics (e.g., parts of speech, sounds, categories).
- I can organize my learning materials (e.g., binder, portfolio), with support.
- I can ask questions to make sure my teacher or peers understand me during a conversation (e.g., Did you understand? Is that OK? Do you agree? What do you think?).
- I can fill in a model (e.g., graphic organizer, survey) to show my strengths, needs and interests.
- I can choose artefacts to show evidence of my learning (e.g., writing sample, recording).

- I can organize my learning materials (e.g., binder, locker, book bags, and portfolio), with support.
- I can ask people to repeat or explain what they were saying if something is not clear in a conversation.
- I can ask questions to make sure that the person understands me during a conversation.
- I can select from teacher-suggested materials and resources to help me with my learning goals (e.g., websites, books, videos, dictionaries).
- I can represent my strengths, needs and interests (i.e., in a graphic organizer, paragraph, collage, Power Point or other representation).
- I can give and receive simple feedback, through self and peer assessment, with support.
- I can set learning goals and monitor my progress, with support.

- I can organize my learning materials (e.g., agendas, school schedules, bus schedules, and portfolio).
- I can participate when working with others (e.g., express my opinion, make suggestions).
- I can take notes while listening.
- I can select reference materials and resources to help me with my learning (e.g., dictionaries, textbooks, grammar guides).
- I can give and receive feedback on tasks, through self and peer assessment.
- I can explain what plagiarism is and explain ways to avoid it.
- I can complete a strengths, needs and interests inventory and summarize the results.
- I can set learning goals, self-monitor progress and make adjustments, as needed.