A Day in the Life of the Jos – Curriculum Connections

Northwest Territories

English Language Arts Grade 6

General Outcome 1: Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Expectations

Engage in exploratory communication to discover own interpretation and understandings

Reflect on prior knowledge and experiences to arrive at new understandings

General 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, through a process.

Specific Expectations

Use prior knowledge and connection between self and texts (oral, print and other media) to expand personal understanding

Anticipate meaning of oral, print and other media texts; select and use appropriate comprehension strategies to construct, confirm, revise, and explain understanding

Explore a variety of oral, print and other media texts

Respond to oral, print and other media texts creatively and critically

Identify bias and stereotype in texts (oral, print, and other media) to extend personal perspective of cultural representations and real life

Discuss the strengths and limits of various forms and genres of texts (oral, print and other media)

Listen to, read and view texts (oral, print and other media) to understand how the techniques and elements interact to create effects
General Outcome 3: Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

Specific Expectations

Recognize that information serves different purposes, and determine its usefulness for inquiry or research focus using pre-established criteria

Use a variety of tools to access information and ideas; use visual and auditory cues to identify relevant information

Evaluate the appropriateness of information for a particular form, audience and purpose; identify gaps in information collected and gather additional information

General Outcome 5: Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

Specific Expectations

Work in a variety of partnerships and groups to follow pre-established group processes through collaborative decision making

Compare personal ways of responding and thinking with those of others

English Language Arts Grade 7

General Outcome 1: Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.

Specific Expectations

Engage in exploratory communication to discuss and develop diverse ideas, predictions, opinions, conclusions and understandings about oral, print, and other media texts

Connect prior and new knowledge and experiences, and organize ideas and information in meaningful ways, in order to shape, clarify and extend understandings

General 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, through a process.

Specific Expectations

Make and explain connections between previous experiences, prior knowledge, and texts (oral, print and other media)

Select and use appropriate comprehension strategies to construct, revise and explain understanding of texts (oral, print, and other media)

Explore a variety of oral, print and other media texts
Respond to oral, print and other media texts creatively and critically

Identify ideas, points of view, and bias in text

Describe attributes of genres and/or forms of texts (oral, print and other media)

Describe how techniques and elements and used in texts (oral, print and other media)

**General Outcome 3: Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.**

**Specific Expectations**

Use criteria to evaluate usefulness and reliability of sources

Use text features and reference tools to identify relevant information

Record key ideas and details; cite sources appropriately

**General Outcome 5: Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.**

**Specific Expectations**

Make decisions collaboratively to follow or modify pre-established group processes in order to work in a variety of partnerships and groups

**English Language Arts Grade 8**

**General Outcome 1: Students will listen, speak, read, write, view and represent to access and explore prior knowledge and experiences of self and others.**

**Specific Expectations**

Listen critically and discuss the differences in interpretations and understandings

Reflect on prior knowledge and experiences, and structure and restructure ideas and information in meaningful ways, in order to clarify, extend and revise understandings
## General 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, through a process.

### Specific Expectations

- Make and explain connections between previous experiences, prior knowledge, and texts (oral, print and other media)
- Select and/or adapt and use appropriate comprehension strategies to construct, revise and explain understanding of texts (oral, print, and other media)
- Explore a variety of oral, print and other media texts
- Respond to oral, print and other media texts creatively and critically
- Examine the relationship between genres/forms and audience/purpose in texts (oral, print, and other media)
- Compare how techniques and elements are used in texts (oral, print and other media)

## General Outcome 3: Students will listen, speak, read, write, view and represent to plan and focus an inquiry or research and interpret and analyze information and ideas, through a process.

### Specific Expectations

- Develop and use criteria to evaluate usefulness and reliability of, and perspectives within, sources
- Use text features and reference tools to identify relevant information
- Record key ideas and details; cite sources appropriately
- Explain relevance, importance, perspectives, and gaps in information within and across sources
- Incorporate new information within prior knowledge and adjust inquiry to reflect changing perspectives

## General Outcome 4: Students will listen, speak, read, write, view and represent to clarify and enhance oral, written, and visual forms of communication, through a process.

### Specific Expectations

- Demonstrate understanding of elements of texts when creating oral, print and other media texts
**General Outcome 5:** Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.

<table>
<thead>
<tr>
<th>Specific Expectations</th>
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<tbody>
<tr>
<td>Make decisions collaboratively to follow or modify pre-established group processes in order to work in a variety of partnerships and groups</td>
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<tr>
<td>Compare personal reactions to, and ways of thinking about, a variety of experiences and texts (oral, print and other media) with those of others</td>
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**Literacy with ICT Across the Curriculum Grades 4-6**

### Cognitive Domain

**Overall Expectation**

Gathering and making sense

**Specific Expectations**

Finds/collects information from given media sources

Questions if information is real, useful or is an advertisement

Records sources using ICT

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**Cognitive Domain**

**Overall Expectation**

Produce and show understanding

**Specific Expectations**

Select with guidance suitable applications and digital devices to show learning with text, graphs, pictures, sounds and multimedia to a particular audience

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**Cognitive Domain**

**Overall Expectation**

Communicating and reflecting

**Specific Expectations**

Communicates learning with a face to face audience or audience from a distance using electronic communication devices

Discuss and receives feedback about ICT choices and future ICT options in guided conversations

Discusses captured primary data
## Affective Domain

### Overall Expectation

Ethics and responsibility

### Specific Expectations

- Applies beliefs, rules, and guidelines that are created and held for fair, healthy, responsible, safe use of ICT
- Explains consequences for unsafe and unfair use of ICT with special attention to online disrespect
- Identifies possible health issues associated with using ICT
- Recognizes the need to acknowledge authorship and licensed use of intellectual property

## Affective Domain

### Overall Expectation

Social implications

### Specific Expectations

- Understands the use of ICT for recreation, communication, education, collaboration, sales, health care, etc.
- Chooses times and places to use ICT and explains choices
- Understands how ICT influences relationships at school

## Affective Domain

### Overall Expectation

Collaboration

### Specific Expectations

- Collaborates with others in various self-directed learning contexts to pose questions, share knowledge, suggest solutions, welcome individual expertise
- Collaborates from a distance using tools such as email or wikis
- Distinguishes between public/private
### Affective Domain

**Overall Expectation**

Metacognition, motivation, confidence

**Specific Expectations**

Recognizes ICT problems and asks for help from peers and teachers

Attempts to solve ICT problems with previous or new solutions

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### Literacy with ICT Across the Curriculum Grades 7-9

### Cognitive Domain

**Overall Expectation**

Planning and questioning

**Specific Expectations**

Constructs questions, hunches, educated guesses, predictions, hypotheses

Determines new information needs

Adapts the electronic plan to reflect co-created task criteria

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### Cognitive Domain

**Overall Expectation**

Gathering and making sense

**Specific Expectations**

Determines the author/sponsor/currency of information by using online tools

Analyzes information’s purpose, depth, perspective, and truth or if it has been manipulated

Collects/creates primary data using ICT

Records sources with ICT
**Cognitive Domain**

**Overall Expectation**

Communicating and reflecting

**Specific Expectations**

Communicates learning and data created with a face to face audience or audience from a distance using electronic tools

Asks for and shares specific constructive feedback related to the task criteria and the use of ICT to communicate the inquiry's findings

Reflects on ICT as a learning tool

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**Affective Domain**

**Overall Expectation**

Ethics and Responsibility

**Specific Expectations**

Explains consequences for unsafe and unfair use of ICT with special attention to online disrespect

Applies safety guidelines when communicating electronically

Recognizes the need to acknowledge authorship and licensed use of intellectual property

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**Affective Domain**

**Overall Expectation**

Social implications

**Specific Expectations**

Analyzes how personal career choices will require various ICT competencies

Analyzes the advantages and disadvantages of ICT use in society and ICT’s creation of social and work behaviours
**Affective Domain**

**Overall Expectation**

Collaboration

**Specific Expectations**

Collaborates in various contexts to pose questions, share and pool expertise, bridge ingenuity gaps, determine risks...

Collaborates from a distance using email, wikis, conferencing technologies and other social media

Determines public/private boundaries

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**Affective Domain**

**Overall Expectation**

Metacognition, motivation, confidence

**Specific Expectations**

Investigates ICT problems and applies strategies to solve them

Perseveres by remaining open-minded, precise and accurate as possible until a solution is found

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**Social Studies Grades 7-9**

**Individual Development and Identity**

Students will be expected to demonstrate how personal development and identity are shaped by society and how individuals help shape society

Examine how advertisers and propagandists can use the various forms of the media to promote their interests

Examine the influence of peer groups on the development of self