

COMMUNICATIONS LEVEL II

Outcomes	Demonstrations
<p>Unit 1</p> <p>Learning Strategies Unit</p> <ol style="list-style-type: none"> 1. Demonstrate use of personal learning profiles to enhance learning success. 2. Demonstrate proof of achievement of a wide variety of goals. 3. Identify and practice a variety of study strategies and skills. 4. Develop time-management skills. 5. Demonstrate portfolio learning through retaining and selecting samples of best work. 	<p>Unit 1</p> <p>Learning Strategies Unit</p>
<p>Unit 1</p> <p>Learning Strategies Unit</p> <ol style="list-style-type: none"> 1. Demonstrate the use of personal learning profiles to enhance learning success. 	<p>Unit 1</p> <p>Learning Strategies Unit</p> <ol style="list-style-type: none"> 1.1 develop personal learning profiles using a range of tools and processes 1.2 demonstrate the use of learning profiles to reflect on learning successes 1.3 explore the effectiveness of learning experiences that are designed to strengthen strengths and bypass weaknesses 1.4 expand repertoire of learning strategies, identifying those which are effective
<p>Learning Strategies Unit</p> <ol style="list-style-type: none"> 2. Demonstrate proof of achievement of a wide variety of goals. 	<p>Learning Strategies Unit</p> <ol style="list-style-type: none"> 2.1 identify personal attributes which evoke feelings of pride 2.2 set realistic, appropriate goals for a wide range of personal and learning changes 2.3 identify appropriate criteria for achieving a wide range of goals
<p>Unit 1</p> <p>Learning Strategies Unit</p> <ol style="list-style-type: none"> 3. Identify and practice a variety of study strategies and skills. 	<p>Unit 1</p> <p>Learning Strategies Unit</p> <ol style="list-style-type: none"> 3.1 identify and practice good study habits 3.2 identify and practice appropriate study strategies for different content areas 3.3 demonstrate effective note-taking skills including active listening 3.5 select effective strategies for preparing for a variety of types of assessment and evaluation

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<p>Unit 1</p> <p>Learning Strategies Unit</p> <p>4. Demonstrate time-management skills.</p>	<p>Unit 1</p> <p>Learning Strategies Unit</p> <p>4.1 assess and analyze personal strengths and weaknesses in managing time at home, school, and work</p> <p>4.2 identify strategies to track time management</p> <p>4.3 demonstrate strategies to track time management</p>
<p>Unit 1</p> <p>Learning Strategies Unit</p> <p>5. Demonstrate portfolio learning through retaining and selecting samples of best work.</p>	<p>Unit 1</p> <p>Learning Strategies Unit</p> <p>5.1 create an organizational system to keep completed work</p> <p>5.2 develop a system or rubric to compare features of selected work</p> <p>5.3 present samples from the portfolio, describing the work and the system used for selection and comparison</p>
<p>Unit 2</p> <p>Developing Literacy Skills for Personal Expression</p> <p>6. Use writing skills and other ways of representing to explore, clarify and reflect on personal thoughts, feelings, and experiences, and re-learn to use imagination.</p> <p>7. Select problem-solving strategies when expressing ideas through writing is difficult.</p> <p>8. Apply pre-reading processes and strategies with a variety of print and media sources</p> <p>9. Apply a variety of strategies to decode words including phonemic awareness, phonics, and knowledge of word structure.</p> <p>10. Apply and integrate strategies to construct meaning through reading a variety of print and media sources</p> <p>11. Select problem solving strategies to use when reading comprehension breaks down</p>	
<p>Unit 2</p> <p>Developing Literacy Skills for Personal Expression</p> <p>6. Use writing skills and other ways of representing to explore, clarify and reflect on personal thoughts, feelings, and experiences, and re-learn to use imagination.</p>	<p>Unit 2</p> <p>Developing Literacy Skills for Personal Expression</p> <p>6.1 express prior learning and experiences through writing and other ways of representing, including media</p> <p>6.2 experiment with a wide range of strategies (e.g. brainstorming, sketching, freewriting) to express thoughts, feelings, values and attitudes</p> <p>6.3 extend and explore thoughts, feelings, values and attitudes through considering other's ideas and feedback</p>

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<p>Unit 2</p> <p>Developing Literacy Skills for Personal Expression</p> <p>7. Select problem-solving strategies when expressing ideas through writing is difficult.</p>	<p>Unit 2</p> <p>Developing Literacy Skills for Personal Expression</p> <p>7.1 apply strategies to think in a creative manner and generate ideas appropriate to the purpose and audience</p> <p>7.2 apply strategies to organize ideas to clearly communicate thoughts and ideas through writing</p> <p>7.3 apply strategies to independently initiate writing and sustain effort to complete writing tasks in an appropriate amount of time</p> <p>7.4 identify systems to remediate difficulties with letter formation and handwriting’</p> <p>7.5 use memory systems to store and retrieve spellings, vocabulary, correct punctuation, and grammatical rules</p> <p>7.6 apply strategies to revise the content of written work, appropriate to the audience and purpose of the text</p> <p>7.7 use resource texts, including personally created resources to verify spellings, correct punctuation and grammatical rules when editing text</p>
<p>Unit 2</p> <p>Developing Literacy Skills for Personal Expression</p> <p>8. Apply pre-reading processes and strategies with a variety of print and media sources</p>	<p>Unit 2</p> <p>Developing Literacy Skills for Personal Expression</p> <p>8.1 navigate a variety of types of text, using organizational and text features to locate information</p> <p>8.2 relate prior knowledge and personal experiences before reading, using a variety of strategies and processes</p> <p>8.3 set a purpose for reading appropriate to the content, format and application of the ideas</p>
<p>Unit 2</p> <p>Developing Literacy Skills for Personal Expression</p> <p>9. Apply a variety of strategies to decode words including phonemic awareness, phonics, and knowledge of word structures.</p>	<p>Unit 2</p> <p>Developing Literacy Skills for Personal Expression</p> <p>9.1 apply knowledge of sound-symbol correspondence and English phonics rules to decode words</p> <p>9.2 explain and demonstrate effective strategies to increase the number of words recognized with automaticity</p> <p>9.3 use knowledge of the structure and etymology of words to understand and decode unfamiliar words</p>
<p>Unit 1</p> <p>Developing Literacy Skills for Personal Expression</p> <p>10. Apply and integrate strategies to construct meaning through reading a variety of print and media sources</p>	<p>Unit 1</p> <p>Developing Literacy Skills for Personal Expression</p> <p>10.1 use logical thinking skills to make connections and relationships between ideas from a variety of sources (e.g. accurately recognize the main point and supporting details, chronological order of events, cause and effect, link new information with familiar ideas, recognize inference)</p> <p>10.2 demonstrate and explain the effectiveness of a variety of strategies to construct meaning (e.g. cueing systems,</p>

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	<p>prior knowledge, predicting, confirming, making connections, questioning, visualizing, organizing)</p> <p>10.3 construct maps to explain the organization of ideas and information presented in print and media (e.g. graphic organizers, diagrams, written outlines)</p> <p>10.4 ask questions of increasing depth (e.g. knowledge, application, analysis, synthesis, assessment) before, during and after reading or viewing to increase quality of understanding</p> <p>10.5 synthesize ideas, combining information from a variety of sources, including prior knowledge, to construct understandings about the text or topic</p>
<p>Unit 2</p> <p>Developing Literacy Skills for Personal Expression</p> <p>11. Select problem solving strategies to use when reading comprehension breaks down</p>	<p>Unit 2</p> <p>Developing Literacy Skills for Personal Expression</p> <p>11.1 self-monitor when reading and recognize when comprehension breaks down</p> <p>11.2 select reading materials appropriately matched for effective reading comprehension during independent or instructional reading</p> <p>11.3 make connections to link prior knowledge and experiences to aid in determining the meaning of problematic text</p> <p>11.4 demonstrate skills to decode unfamiliar words with increasing automaticity</p> <p>11.5 determine the meaning of problematic text by using context clues, elements of grammar and punctuation, and a variety of comprehension strategies such as questioning, visualizing, determining the importance of ideas, and making connections</p> <p>11.6 hold or suspend ideas or information while reading using a variety of strategies</p> <p>11.7 read at an appropriate pace and adjust reading speed for better comprehension</p> <p>11.8 sustain mental energy to read longer passages</p>
<p>Unit 2</p> <p>Developing Literacy Skills to Communicate With Others</p> <p>12. Interact with sensitivity and respect, considering the situation, audience, and purpose</p>	<p>Unit 2</p> <p>Developing Literacy Skills to Communicate With Others</p> <p>12.1 recognize that communication is a two-way process and adapt vocabulary, sentence structure, and rate of speech to match the receiver and occasion</p> <p>12.2 demonstrate active listening skills, respecting the needs, rights and feelings of others</p> <p>12.3 participate in a range of speaking situations using a range of strategies that demonstrate and contribute to effective communication including appropriate body language and tone of voice</p> <p>12.4 use specialized vocabulary appropriate to the topic in oral presentations</p> <p>12.5 expect and request feedback and use feedback to improve future contributions and presentations</p> <p>12.6 work with members of the group to establish clear purposes and procedures for solving problems and completing projects</p>

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<p>Unit 2</p> <p>Developing Literacy Skills to Communicate With Others</p> <p>13. Select problem solving strategies when communicating is difficult</p>	<p>Unit 2</p> <p>Developing Literacy Skills to Communicate With Others</p> <p>13.1 identify factors that contribute to the success, or lack of success, of a discussion</p> <p>13.2 identify some of the ways in which non-verbal communication can affect audiences, and use these techniques in their own speech</p> <p>13.3 use eye contact, variations in pace, appropriate gestures, and such devices as the “pause for effect”</p> <p>13.4 demonstrate the ability to concentrate by identifying main points and staying on topic</p> <p>13.5 listen and respond constructively to alternative ideas or viewpoints</p> <p>13.6 express ideas and opinions confidently but without trying to dominate discussion</p> <p>13.7 narrate real and fictional events in a sequence</p>
<p>Unit 2</p> <p>Developing Literacy Skills to Communicate With Others</p> <p>14. Demonstrate the writing process to create texts collaboratively and independently; using a variety of formats for a range of audiences and purposes</p>	<p>Unit 2</p> <p>Developing Literacy Skills to Communicate With Others</p> <p>14.1 create and use writing for a variety of purposes, audiences, and in a range of contexts, for learning, work, and personal purposes</p> <p>14.2 demonstrate the writing process: planning, drafting, revising and editing, proofreading and presentation to produce a variety of texts</p> <p>14.3 construct a wide variety of sentence types and sentence structures, with conscious attention to style</p> <p>14.4 use paragraph structures appropriate for their purpose (e.g. paragraphs well structured to develop a central idea, a comparison or establish a cause-and-effect relationship)</p> <p>14.5 select words with increasing sophistication, accuracy and imagination</p> <p>14.6 integrate information and ideas gathered from a variety of sources (e.g. interviews, film, TV, CDs, texts, newspapers, Internet)</p>
<p>Unit 2</p> <p>Developing Literacy Skills to Communicate With Others</p> <p>16. Use a range of strategies to enhance the clarity, precision, and effectiveness of their writing and other ways of representing</p>	<p>Unit 2</p> <p>Developing Literacy Skills to Communicate With Other</p> <p>16.1 seek, analyze and incorporate responses and feedback into their writing and media productions focusing on content and on more complex elements of style (e.g., imagery)</p> <p>16.2 assess and revise self-generated drafts from a reader’s/viewer’s/listener’s perspective (e.g., include thoughts and feelings in addition to external descriptions and activities; integrate detail that adds richness and density; identify and correct inconsistencies and avoid extraneous detail; make effective language choices relevant to style and purpose and when appropriate, select more elaborate vocabulary and phrasing)</p>

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	<p>16.3 experiment with representing ideas in more than one way using a variety of formats</p>
<p>Unit 2 Developing Literacy Skills to Communicate With Others</p> <p>17. Use conventions of written language in final products</p>	<p>Unit 2 Developing Literacy Skills to Communicate With Others</p> <p>17.1 use correctly the conventions of grammar appropriate for this level such as the correct case of pronoun, and the use of more complex sentence structures with connecting words such as <i>if, as, when, and though</i></p> <p>17.2 use correctly the conventions of punctuation appropriate for this level such as periods and commas, quotation marks; commas to separate phrases or clauses, dashes</p> <p>17.3 use generalizations about spelling and knowledge of how words are formed to correctly spell technical terms and unfamiliar words</p>
<p>Unit 2 Developing Literacy Skills to Communicate with Others</p> <p>18. Respond to the perspectives of authors and creators of texts, acknowledging that people have different values, attitudes and perspectives</p>	<p>Unit 2 Developing Literacy Skills to Communicate with Others</p> <p>18.1 explore the differing perspectives, values and attitudes expressed in a range of media and texts, considering bias and stereotyping</p> <p>18.2 compare personal understandings of the perspectives, values and attitudes of authors and creators, respecting the needs, rights and feelings of others</p> <p>18.3 demonstrate a willingness to consider more than one interpretation of a variety of texts and media</p>

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<p>Unit 3</p> <p>Developing Literacy Skills to Gather, Manage, and Present Information</p> <p>19. Gather and manage information using a wide range of resources including library, Internet, directories, indexes, and catalogues</p> <p>20. Develop personal organizational systems to store and retrieve information (such as daytimers, phone books, filing systems – paper and computer)</p> <p>21. Construct meaning from non-fiction and information documents</p> <p>22. Use critical thinking skills and processes to respond to a range of text and media, fiction and non-fiction (e.g. interviews, texts, film, CD-ROMs, media, newspapers, TV, radio shows, magazines)</p> <p>23. Develop a repertoire of methods for orally presenting information to specific audiences</p>	<p>Unit 3</p> <p>Developing Literacy Skills to Gather, Manage, and Present Information</p>
<p>Unit 3</p> <p>Developing Literacy Skills to Gather, Manage, and Present Information</p> <p>19. Gather information from a variety of sources using a wide range of resources</p>	<p>Unit 3</p> <p>Developing Literacy Skills to Gather, Manage, and Present Information</p> <p>19.1 locate information in libraries</p> <p>19.2 select appropriate sources to find a variety of kinds of information including library, Internet, directories, indexes, and catalogues</p> <p>19.3 compare the credibility of information gathered from a variety of sources</p>

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<p>Unit 3</p> <p>Developing Literacy Skills to Gather, Manage, and Present Information</p> <p>20. Develop personal organizational systems to manage information</p>	<p>Unit 3</p> <p>Developing Literacy Skills to Gather, Manage, and Present Information</p> <p>20.1 compare the features and functions of a variety of storage systems such as lists, daytimers, address books, filing systems (both paper and computer)</p> <p>20.2 demonstrate the organization of information using appropriate systems</p> <p>20.3 demonstrate use of technology to organize information</p>
<p>Unit 3</p> <p>Developing Literacy Skills to Gather, Manage, and Present Information</p> <p>21. Apply information from non-fiction and information documents</p>	<p>Unit 3</p> <p>Developing Literacy Skills to Gather, Manage, and Present Information</p> <p>21.1 locate information efficiently by using a variety of text features such as pictorial, typographical (headings, titles, fonts, etc.) and organizational devices (tables and graphs, etc.)</p> <p>21.2 apply note-making strategies and tools appropriate to various purposes and situations</p> <p>21.3 construct meaning from a wide range of documents such as forms, tables, and graphs (by recognizing the four major list types: simple, complex, intersected, and nested)</p> <p>21.4 accurately apply information from non-fiction documents and sources including following directions and instructions or extending knowledge about a topic</p>
<p>Unit 3</p> <p>Developing Literacy Skills to Gather, Manage, and Present Information</p> <p>22. Use critical thinking skills and processes to respond to a range of text and media, fiction and non-fiction (e.g., interviews, texts, film, CD-ROMs, media, newspapers, TV, radio shows, magazines)</p>	<p>Unit 3</p> <p>Developing Literacy Skills to Gather, Manage, and Present Information</p> <p>22.1 apply a critical thinking process to develop and articulate responses to a range of media and text:</p> <ul style="list-style-type: none"> - clarify the question or task - compare the evidence for and against the question or idea - clarify information by asking and answering questions - evaluate the credibility of information sources - form opinions and conclusions based on evidence - interact with peers to receive feedback - revise ideas based on the feedback received <p>22.2 discuss situations in everyday life which require decisions using critical thinking skills</p> <p>22.3 identify and reflect upon strategies that are effective in helping the growth of critical thinking skills</p>
<p>Unit 3</p> <p>Developing Literacy Skills to Gather, Manage, and Present Information</p> <p>23. Develop a repertoire of methods for orally presenting information to specific audiences</p>	<p>Unit 3</p> <p>Developing Literacy Skills to Gather, Manage, and Present Information</p> <p>23.1 identify characteristics of effective presenters</p> <p>23.2 present topic(s) of personal expertise</p> <p>23.3 explain choices for oral presentation based on</p>

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	<p>knowledge about the audience</p> <p>23.4 show evidence of growth in presentation skills</p>
<p>Bridging Document</p> <p>Unit 1: Geography</p> <ol style="list-style-type: none"> 1. Use various geographical tools to extract, interpret, and infer geographic information 2. Ask complex questions to acquire, organize, and interpret geographic data 	<p>Bridging Document</p> <p>Unit 1: Geography</p>
<p>Bridging Document</p> <p>Unit 1: Geography</p> <ol style="list-style-type: none"> 1. Use various geographical tools to extract, interpret, and infer geographic information 	<p>Bridging Document</p> <p>Unit 1: Geography</p> <ol style="list-style-type: none"> 1.1 describe hemispheres, regions, continents, time zones, longitude/latitude, and population density 1.2 define and understand geographical terms 1.3 use an atlas to locate continents, oceans, lines of latitude and longitude, and the poles 1.4 use a globe to collect data about continents, oceans, lines of latitude and longitude and the poles 1.5 interpret graphs, tables, charts, and legends 1.6 compile information and make inferences based on that information

Outcomes	Demonstrations
<p>Bridging Document</p> <p>Unit 1: Geography</p> <p>2. Ask complex questions to acquire, organize, and interpret geographic data</p>	<p>Bridging Document</p> <p>Unit 1: Geography</p> <p>2.1 identify and describe the planet and the forces that shape it including land masses, oceans, tectonics (earthquakes and volcanoes), climate and erosion</p> <p>2.2 compare and contrast geographic data relating to location, distance, scale, direction/density shape and size</p> <p>2.3 use multiple criteria to identify and define types of regions</p> <p>2.4 use reference materials and technological tools for research and presentation</p>
<p>Bridging Document</p> <p>Unit 2: Introduction to History</p> <p>3. Explore and interpret events that have shaped Nova Scotia, from a personal point of view and those of other cultural groups</p> <p>4. Examine population settlement patterns and the role of multiculturalism on Canada’s history</p> <p>5. Explore and describe world and Canadian historical developments</p> <p>6. Investigate historical information, demonstrating an understanding of perspectives, frames of reference, and biases</p>	<p>Bridging Document</p> <p>Unit 2: Introduction to History</p>
<p>Bridging Document</p> <p>Unit 2: Introduction to History</p> <p>3. Explore and interpret events that have shaped Nova Scotia, from a personal point of view and those of other cultural groups</p>	<p>Bridging Document</p> <p>Unit 2: Introduction to History</p> <p>3.1 identify and explain on-going issues faced by the student’s cultural or ethnic group in Nova Scotia</p> <p>3.2 identify and explain current issues faced Mi’kmaw, African Nova Scotian and/or Acadian cultural groups</p> <p>3.3 interpret how cultural perspectives differ, how they are similar, and how they influence past and present events in Nova Scotia</p>
<p>Bridging Document</p> <p>Unit 2: Introduction to History</p> <p>4. Examine population settlement patterns and the role of multiculturalism on Canada’s history</p>	<p>Bridging Document</p> <p>Unit 2: Introduction to History</p> <p>4.1 demonstrate an appreciation of the impact and contributions of different groups and cultures on contemporary Canada</p> <p>4.2 identify major immigration events, their causes, and their outcomes</p> <p>4.3 identify and describe major cultural groups in Canada, Nova Scotia, and their community and their contribution to history and present day life</p>

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<p>Bridging Document</p> <p>Unit 2: Introduction to History</p> <p>5. Explore and describe world and Canadian historical developments</p>	<p>Bridging Document</p> <p>Unit 2: Introduction to History</p> <p>5.1 identify the sequence of historical events and explore how these events affect subsequent events</p> <p>5.2 describe some of the causes of key events on a historical time line</p> <p>5.3 understand the impact of key events on a historical time line</p>
<p>Bridging Document</p> <p>Unit 2: Introduction to History</p> <p>6. Investigate historical information, demonstrating an understanding of perspectives, frames of reference, and biases</p>	<p>Bridging Document</p> <p>Unit 2: Introduction to History</p> <p>6.1 demonstrate methods of gathering primary and secondary information</p> <p>6.2 explore historical and current issues and discuss their effects on Canada and Nova Scotia</p> <p>6.3 understand the effects of bias on the interpretation of historical events</p>
<p>Bridging Document</p> <p>Unit 1: Introduction to Science</p> <p>1. Appreciate the impact that science has on their lives</p> <p>2. Investigate science safety in terms of processes, methods, tools, and materials</p>	<p>Bridging Document</p> <p>Unit 1: Introduction to Science</p>
<p>Bridging Document</p> <p>Unit 1: Introduction to Science</p> <p>1. Appreciate the impact that science has on their lives</p>	<p>Bridging Document</p> <p>Unit 1: Introduction to Science</p> <p>1.1 identify the major branches of science</p> <p>1.2 appreciate the role and contribution of science and technology to our understanding of the world</p> <p>1.3 give examples of the impact of science and technology on society</p> <p>1.4 appreciate and respect that science has evolved from different views held by women and men from a variety of societies and cultural backgrounds</p> <p>1.5 explain the importance of choosing words that are scientifically or technologically appropriate</p> <p>1.6 define science and recognize that scientific discovery is a result of a process of investigation</p> <p>1.7 provide examples of career possibilities</p>

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<p>Bridging Document</p> <p>Unit 1: Introduction to Science</p> <p>2. Investigate science safety in terms of processes, methods, tools, and materials</p>	<p>Bridging Document</p> <p>Unit 1: Introduction to Science</p> <p>2.1 devise a plan or experiment to solve scientific problems based on scientific literacy (inquiry, problem solving, decision making)</p> <p>2.2 distinguish between inferences, facts, and value judgements</p> <p>2.3 discuss the following terms: data, hypothesis, control, variable, experiment, conclusion, theory, and scientific law</p> <p>2.4 perform and compare qualitative and quantitative observations</p> <p>2.5 practice scientific lab skills involving observations and interpretation of data (i.e. tables, graphs)</p> <p>2.6 demonstrate the ability to measure, collect, record and communicate data accurately using and converting the metric (SI) system (length, mass, and temperature)</p> <p>2.7 explain the safe and correct use of laboratory equipment and hazardous materials</p> <p>2.8 demonstrate a knowledge of WHMIS standards by using proper techniques for handling and disposing of lab materials</p> <p>2.9 understand the importance of accuracy, precision, and honesty</p>

2006-05-09