



# Linking:

## Grade 7

### *Our Hidden Heroes Program*

To the

### Ontario Curriculum

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Ontario curriculum linkage identified by Elizabeth and Baxter Merry



## Why Use the Our Hidden Heroes Learning Resource?

In the document *Safe Schools Policy and Practice: An Agenda for Action*, published by the Ontario Ministry of Education in June 2006, the Safe Schools Action Team recommends that:

“To help achieve positive school climates, schools should actively promote, support and reinforce positive behaviours. A multi-pronged approach ranging from school-wide campaigns, celebrations of achievements for the school, groups or individuals as well as the day to day interaction with students and staff all contribute to creating a secure and welcoming climate that enhances learning.” (p.6)

Based on this recommendation, the ministry responded with Policy/Program Memorandum 145, which states, in part:

“The ministry acknowledges the importance of actively promoting and supporting appropriate and positive student behaviours that contribute to and sustain a safe learning and teaching environment in which every student can reach his or her full potential. Linkages to ministry initiatives such as character development and the Student Success Strategy are key in promoting and supporting appropriate and positive student behaviours.

### Prevention

Prevention is the establishment and use of programs such as bullying prevention and citizenship development, as well as other positive activities designed to promote the building of healthy relationships and appropriate behaviours.<sup>1</sup> Generally, prevention measures and initiatives include the whole school and all aspects of school life. Schools that have prevention and intervention strategies foster a positive school climate that supports academic achievement for all students. Boards and schools should focus on prevention and early intervention as the key to maintaining a positive school environment in which students can learn.

A positive "school climate is a crucial component of prevention; it may be defined as the sum total of all of the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm."<sup>2</sup> A positive climate exists when all members of the school community feel safe, comfortable, and accepted.

Programs and activities that focus on the building of healthy relationships, character development, and peer relations provide the foundation for an effective continuum of strategies within a school and school-related activities. These supportive strategies and empowerment programs are the basis for creating a positive school climate."<sup>3</sup>

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<sup>1</sup> *Safe Schools Policy and Practice: An Agenda for Action*, Report of the Safe Schools Action Team (Toronto: June 2006), p. 24.

<sup>2</sup> *Safe Schools Policy and Practice: An Agenda for Action*, Report of the Safe Schools Action Team (Toronto: June 2006), p. 6.

<sup>3</sup> Policy/Program Memorandum No. 145, “Progressive Discipline and promoting Positive Student behaviour”, ) October, 2007



## Recommended Use of the Our Hidden Heroes Learning Resource

When begun early in the school year, the *Our Hidden Heroes Character Education / Social Responsibility Program* sets the stage for developing a positive, supportive, caring and inclusive classroom culture that will endure throughout the year. When embraced school-wide, the *Our Hidden Heroes Program* sets the same tone within the entire school and can reach out into the community by creating opportunities such as in-school displays of your students' work, publishing their Hidden Heroes stories on the Our Hidden Heroes web site and/or in local newspapers (a media release form is provided) and an in-class celebration of Hidden Heroes they have written about.

Character education is closely tied to healthy relationships between people. These positive relationships require strong communication skills including good oral and listening skills. The *Our Hidden Heroes Program* systematically provides instruction and action-based practice to support students as they develop these skills. This relationship between socially responsible character attributes and strong communication skills is reflected in the multiplicity of connections between Ontario's language arts curriculum and the *Our Hidden Heroes Program*.

The *Our Hidden Heroes Program* was developed in British Columbia and uses BC's Social Responsibility Performance Standards as a foundation (see P. 4). These Performance Standards are closely linked to Ontario's Character Education learning outcomes. Each lesson addresses at least two of these performance standards / Character Education learning outcomes.

As mentioned the ideal time to use this program is early in the school year as it will give you an opportunity to:

- Initiate a powerful proactive bullying prevention program
- Develop a positive climate in the classroom that will last the entire year.
- Get to know your students and their families as they write about their personal heroes.
- Post materials developed by the students as they work through the lessons. These can be used for easy reference throughout the year as well as to reinforce ongoing student learning as opportunities arise.
- Set up a Hidden Hero bulletin board in the classroom to recognize a different student nominated Hidden Hero each week; thereby constantly reinforcing positive character traits.
- Plan for school wide recognition of student/teacher/support staff/family Hidden Heroes during regularly scheduled assemblies.
- Set up a centrally located display area in the school where school-wide Hidden Heroes are featured. A display near the front entrance would relay the message to visitors that the school is a place where positive qualities are valued and celebrated.
- Regularly feature Hidden Heroes in school newsletters
- Announce student/staff Hidden Heroes on posters or on the changeable sign boards that many schools now use to foster communication within the school's community.
- Host an in-class or school-wide Hidden Heroes celebration where some of the students' Hidden Heroes attend and are recognized for their contributions toward making the world a better place. Have the local press attend to spread the word throughout the community.



## Social Responsibility Performance Standards

### Valuing Diversity and Defending Human Rights

- Treat classmates, family, friends, and school staff fairly and respectfully
- Generally accept differences in language, accent, dress, actions of others
- Work and interact with a variety of classmates
- Listen without interrupting
- Identify positive aspects of diversity
- Identify and comment on effects of stereotyping
- Recognize and describe several basic human rights

### Solving Problems in Peaceful Ways

- Manage conflict appropriately, including presenting views and arguments respectfully, and considering others' views
- Use effective problem-solving steps and strategies.

### Exercising Democratic Rights & Responsibilities

- Follow classroom rules
- Accept consequences for not following rules
- Willingly participate in positive actions suggested by others
- Can describe some ways citizens interact with and influence governments
- Practice conservation
- Demonstrate understanding of global citizenship
- Begin to show a sense of unselfishness
- Identify ways to make the world a better place

### Contributing to the Classroom and School Community

- Friendly and kind
- Willing to help others
- Show a sense of community
- Encourage and praise others
- Willing to participate in and complete class activities
- Contribute, explain and elaborate on ideas
- Work well with a variety of classmates and different situations
- Contribute in accomplishing the assigned task when working in a group situation
- Willing to take responsibility for maintaining and/or improving personal space, the classroom and other school areas



## The Our Hidden Heroes Program and Its Links to TDSB's Character Development Initiative

The Hidden Heroes program is an excellent way to *introduce* and *reinforce* the ten attributes of character as set out by the Toronto District School Board's Character Development Initiative. The principles of the *Our Hidden Heroes Program* state that:

- Because we can each make a difference in the world, we have a **responsibility** to do so.
- Small, consistent acts of **kindness** are “doable”, but, they are not always easy – that’s when **persistence** is essential.

The Hidden Heroes program directly encourages students to:

- Treat classmates, family, friends, and school staff **fairly** and **respectfully**
- Work and interact with a variety of classmates (**teamwork**)
- Manage conflict appropriately, including presenting views and arguments **respectfully**, and considering others’ views (**empathy**)
- Be friendly and **kind**
- Be willing to help others (**co-operation**)
- Contribute in accomplishing the assigned task when working in a group situation (**teamwork**)
- Willing to take **responsibility** for maintaining and/or improving personal space, the classroom and other school areas

Character education is closely tied to healthy relationships between people. These positive relationships require strong communication skills including good oral and listening skills. The *Our Hidden Heroes Program* systematically provides instruction and action-based practice to support students as they develop these skills.

This relationship between socially responsible character attributes and strong communication skills is reflected in the multiplicity of connections Ontario’s language arts curriculum has to the *Our Hidden Heroes Program*.



## Our Hidden Heroes Learning Resources And the TDSB's Character Development Initiative

The Toronto District School Board outlines ten attributes of character that are to be developed under the Character Development Initiative. These attributes are emphasized and fostered throughout the Our Hidden Heroes Learning Resources. Introduced at the beginning of the program, they are frequently revisited and reinforced as the lessons progress. The program is flexible, in that many of the lessons are designed to allow teachers the opportunity to emphasize selected attributes as they see fit. The following list indicates the multitude of lessons in which each specific attribute can be explained and explored:

Respect – Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Responsibility – Lesson 1, 2, 3, 4, 6, 7, 8, 9, 10

Honesty – Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Co-operation – Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Empathy - Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Teamwork - Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Kindness - Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Integrity - Lesson 1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Fairness - Lesson 1, 2, 3, 4, 6, 7, 8, 9, 10

Perseverance - Lesson 1, 4, 5, 6, 7, 8, 9, 10

If begun early in the school year, the Hidden Heroes program sets the stage for developing a positive, supportive, caring and inclusive classroom culture that will endure throughout the year. When embraced school-wide, the Our Hidden Heroes Program sets the same tone within the entire school and can reach out into the community. Displays of student work, student stories posted on the Our Hidden Heroes web site and/or published in local newspapers and classroom celebrations of local Hidden Heroes all provide opportunities for developing a school culture that can be shared with the larger community.



## Lesson by Lesson Overview of the 6 to 8 Week Our Hidden Heroes Character Education Program

These learning resources feature unique exercises, assignments and teacher support materials as well as stories and videos about real-life Hidden Heroes and the character building lessons they have to teach. They also provide opportunities for Toronto teachers to focus on the TDSB's Character Development Initiative

**FREE SAMPLE LESSON PLANS ARE AVAILABLE AT**

[www.ourhiddenheroes.org](http://www.ourhiddenheroes.org)

### Lesson 1

This introductory lesson provides students the opportunity to understand, appreciate, and begin to apply the philosophies and principles of the Hidden Heroes Program. Students will:

- Be able to define the terms Role Model & Hidden Hero
- Develop a list of qualities that depict a Hidden Hero & Role Model
- Begin to identify their own Hidden Heroes

### Lesson 2

In this lesson students begin a self discovery process, taking a personal inventory of character attributes, which they use to better understand themselves. They also study Maslow and Glasser's hierarchy of needs. Students will:

- Recognize that each person has individual characteristics and talents
- Understand that there are a variety of attributes that collectively contribute to building a sense of community in the classroom, school, and beyond

### Lesson 3

This lesson addresses the idea of first impressions, what contributes to how we develop a good or bad first impression and the dangers involved. Students will:

- Confirm their understanding of the following social responsibility performance strands:
  - Contributing to the Classroom and School Community
  - Valuing Diversity and Defending Human Rights
  - Exercising Democratic Rights and Responsibilities
- Recognize and define stereotyping
- Describe the harm of stereotyping/first impressions

### Lesson 4

Through a role playing exercise, discussion and self-reflection, students solidify the role a positive attitude plays in our lives. Students will:

- Demonstrate interpersonal skills for maintaining a positive relationship
- Encourage and support others to contribute to a safe school and community
- Identify the values, strengths and characteristics exhibited by their Hidden Hero
- Identify the value of consistently doing small positive things for themselves or someone else

### Lesson 5

Through self-reflection exercises, students will identify the positive qualities and characteristics they already possess, expand on those positive qualities and activate the Hidden Hero they find within themselves. Students will:

- Develop an awareness of self and appreciate their own individuality
- Recognize and value the positive inner qualities they possess

- Recognize and value other people's positive inner qualities
- Recognize that it's important always to be true to themselves
- Do a variety of writing exercises including writing a letter of advice now to be given to one of their future children when he or she is in Grade 7.

## Lesson 6

This three part lesson was developed to help students explore a variety of positive feelings and understand the important role each of these feelings/emotions plays in the actions taken by a socially responsible person / Hidden Hero. Students will:

- Recognize and describe a variety of feelings and how they affect the actions we take
- Describe the power of acknowledgement – A 60 second thank you call in 1975 led to the birth of the Our Hidden Heroes Program years later. See [www.ourhiddenheroes.org](http://www.ourhiddenheroes.org), “About Us”.
- Recognize the role that positive feelings/attitudes play in many aspects of our everyday lives

## Lesson 7

This multi day lesson will see students putting into action that which they have learned to date about being a Hidden Hero. Students will:

- Identify the talents and skills of positive role models in their family, school or community.
- Identify the values, strengths, and characteristics exhibited by that Hidden Hero
- Begin to realize that small things done consistently can make a big difference.
- Learn to apply, and practice goal setting skills
- Take action and become a Hidden Hero

## Lesson 8

This lesson demonstrates that small acts of kindness can make a big difference. As in most other lessons in this unit, several stories of real-life Hidden Heroes are featured. In this lesson these stories demonstrate how small first steps can lead to making a big difference. Students will:

- Recognize that small things done consistently can make a big difference
- Demonstrate an understanding of global citizenship
- Describe a variety of influences on relationships
- Demonstrate an ability to commit to making the world a better place

## Lesson 9

In this culminating lesson students will reflect on and apply all they have learning during this unit. Students will:

- Recognize that small things done consistently can make a big difference
- Assess the impact of small positive actions
- Demonstrate an ability to commit to making the world a better place
- Develop critical thinking and writing skills
- Create a comic strip based on one of their Hidden Heroes changing into a super hero. The unit includes a DVD featuring the class that first did this exercise

## Lesson 10

This lesson will celebrate what students have learned about being a socially responsible person (a Hidden Hero); people they have identified as Hidden Heroes (invite them to the celebration); and most important of all, the Hidden Hero that lies within each one of them. Students will:

- Work together to organize a class Hidden Heroes celebration
- Develop a list of invitees
- Create invitations
- Organize the program for the celebration
- Present Hidden Heroes certificates

## Supplemental Hidden Heroes Stories

This section has 17 additional Hidden Heroes stories. At the end of each story, students are given an assignment that will stimulate deeper personal thought and discussion with their classmates, parents and others.



## Lesson By Lesson Links to the Ontario Curriculum

### Lesson 1 Language

#### *Oral Communications*

**1.2 Active Listening Strategies** - demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups

**1.3 Comprehension Strategies** - identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts

**1.4 Demonstrating Understanding** - demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways

**1.6 Extending Understanding** - extend understanding of oral texts, including increasingly complex texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them

**2.2 Interactive Strategies** - demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience

**2.3 Clarity and Coherence** - communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience

**2.4 Appropriate Language** - use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience

**2.5 Vocal Skills and Strategies** - identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning

#### **Reading**

**1.1 Variety of Texts** - read a wide variety of increasingly complex or difficult texts from diverse cultures

**1.3 Comprehension Strategies** - identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts

**1.4 Demonstrating Understanding** - demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea

**1.6 Extending Understanding** - extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

**3.1 Reading Familiar Words** - automatically read and understand most words in a wide range of reading contexts

**3.2 Reading Unfamiliar Words** - predict the meaning of and rapidly solve unfamiliar words using different types of cues

**3.3 Reading Fluently** - read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose

## Writing

**1.2 Developing Ideas** - generate ideas about more challenging topics and identify those most appropriate for the purpose

**1.4 Classifying Ideas** - sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data

**1.5 Organizing Ideas** - identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies

**2.1 Form** - write complex texts of different lengths using a wide range of forms

**2.2 Voice** - establish a distinctive voice in their writing appropriate to the subject and audience

**2.3 Word Choice** - regularly use vivid and/or figurative language and innovative expressions in their writing

**2.4 Sentence Fluency** - vary sentence structures to give their writing rhythm and pacing by using a variety of connecting and/or introductory words and phrases to help combine short, simple sentences into longer, more complex sentences

**2.5 Point of View** - identify their point of view and other possible points of view, evaluate other points of view, and find ways to acknowledge other points of view, if appropriate

**3.1 Spelling Familiar Words** - spell familiar words correctly

**3.2 Spelling Unfamiliar Words** - spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling

**3.3 Vocabulary** - confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose

**3.4 Punctuation** - use punctuation appropriately to communicate their intended meaning in more complex writing forms, including forms specific to different subject areas, with a focus on the use of: periods after initials, in abbreviations, and in decimal numbers; parentheses; punctuation to indicate intonation, pauses, or gestures

**3.5 Grammar** - use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: relative pronouns

## Lesson 2 Language

### *Oral Communications*

**1.2 Active Listening Strategies** - demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups

**1.3 Comprehension Strategies** - identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts

**1.4 Demonstrating Understanding** - demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways

**1.6 Extending Understanding** - extend understanding of oral texts, including increasingly complex texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them

**2.2 Interactive Strategies** - demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience

**2.3 Clarity and Coherence** - communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience

**2.4 Appropriate Language** - use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience

**2.5 Vocal Skills and Strategies** - identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning

## Reading

- 1.1 Variety of Texts** - read a wide variety of increasingly complex or difficult texts from diverse cultures
- 1.3 Comprehension Strategies** - identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts
- 1.4 Demonstrating Understanding** - demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea
- 1.6 Extending Understanding** - extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them
- 3.1 Reading Familiar Words** - automatically read and understand most words in a wide range of reading contexts
- 3.2 Reading Unfamiliar Words** - predict the meaning of and rapidly solve unfamiliar words using different types of cues
- 3.3 Reading Fluently** - read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose

## Writing

- 1.2 Developing Ideas** - generate ideas about more challenging topics and identify those most appropriate for the purpose
- 1.4 Classifying Ideas** - sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data
- 1.5 Organizing Ideas** - identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies
- 2.1 Form** - write complex texts of different lengths using a wide range of forms
- 2.2 Voice** - establish a distinctive voice in their writing appropriate to the subject and audience
- 2.3 Word Choice** - regularly use vivid and/or figurative language and innovative expressions in their writing
- 2.4 Sentence Fluency** - vary sentence structures to give their writing rhythm and pacing by using a variety of connecting and/or introductory words and phrases to help combine short, simple sentences into longer, more complex sentences
- 2.5 Point of View** - identify their point of view and other possible points of view, evaluate other points of view, and find ways to acknowledge other points of view, if appropriate
- 3.1 Spelling Familiar Words** - spell familiar words correctly
- 3.2 Spelling Unfamiliar Words** - spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling
- 3.3 Vocabulary** - confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose
- 3.4 Punctuation** - use punctuation appropriately to communicate their intended meaning in more complex writing forms, including forms specific to different subject areas, with a focus on the use of: periods after initials, in abbreviations, and in decimal numbers; parentheses; punctuation to indicate intonation, pauses, or gestures
- 3.5 Grammar** - use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: relative pronouns

## The Arts

### Visual Arts

**Knowledge of Elements** - use the appropriate tools, materials, and techniques correctly, selecting those that will create the desired effect

**Creative Work** – organize their art works to communicate ideas, using at least one of the principles of design specified for this grade

- produce two- and three-dimensional works of art that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences

## Lesson 3

# Language

### *Oral Communications*

**1.2 Active Listening Strategies** - demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups

**1.3 Comprehension Strategies** - identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts

**1.4 Demonstrating Understanding** - demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways

**1.6 Extending Understanding** - extend understanding of oral texts, including increasingly complex texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them

**2.2 Interactive Strategies** - demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience

**2.3 Clarity and Coherence** - communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience

**2.4 Appropriate Language** - use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience

**2.5 Vocal Skills and Strategies** - identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning

**2.7 Visual Aids** - use a variety of appropriate visual to support and enhance oral presentations

### Reading

**1.1 Variety of Texts** - read a wide variety of increasingly complex or difficult texts from diverse cultures

**1.3 Comprehension Strategies** - identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts

**1.4 Demonstrating Understanding** - demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea

**1.6 Extending Understanding** - extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

**3.1 Reading Familiar Words** - automatically read and understand most words in a wide range of reading contexts

**3.2 Reading Unfamiliar Words** - predict the meaning of and rapidly solve unfamiliar words using different types of cues

**3.3 Reading Fluently** - read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose

### Writing

**1.2 Developing Ideas** - generate ideas about more challenging topics and identify those most appropriate for the purpose

**1.4 Classifying Ideas** - sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data

**1.5 Organizing Ideas** - identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies

- 2.1 Form** - write complex texts of different lengths using a wide range of forms
- 2.2 Voice** - establish a distinctive voice in their writing appropriate to the subject and audience
- 2.3 Word Choice** - regularly use vivid and/or figurative language and innovative expressions in their writing
- 2.4 Sentence Fluency** - vary sentence structures to give their writing rhythm and pacing by using a variety of connecting and/or introductory words and phrases to help combine short, simple sentences into longer, more complex sentences
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- 3.5 Grammar** - use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: relative pronouns

## Lesson 4

### Language

#### *Oral Communications*

- 1.2 Active Listening Strategies** - demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups
- 1.3 Comprehension Strategies** - identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts
- 1.4 Demonstrating Understanding** - demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways
- 1.6 Extending Understanding** - extend understanding of oral texts, including increasingly complex texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them
- 2.2 Interactive Strategies** - demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience
- 2.3 Clarity and Coherence** - communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience
- 2.4 Appropriate Language** - use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience
- 2.5 Vocal Skills and Strategies** - identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning

## The Arts

## Visual Arts

**Knowledge of Elements** - use the appropriate tools, materials, and techniques correctly, selecting those that will create the desired effect

**Creative Work** – organize their art works to communicate ideas, using at least one of the principles of design specified for this grade

- produce two- and three-dimensional works of art that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences

# Lesson 5

## Language

### *Oral Communications*

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**2.2 Interactive Strategies** - demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience

**2.3 Clarity and Coherence** - communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience

**2.4 Appropriate Language** - use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience

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### Reading

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**3.2 Reading Unfamiliar Words** - predict the meaning of and rapidly solve unfamiliar words using different types of cues

**3.3 Reading Fluently** - read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose

## Writing

- 1.2 Developing Ideas** - generate ideas about more challenging topics and identify those most appropriate for the purpose
- 1.4 Classifying Ideas** - sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data
- 1.5 Organizing Ideas** - identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies
- 2.1 Form** - write complex texts of different lengths using a wide range of forms
- 2.2 Voice** - establish a distinctive voice in their writing appropriate to the subject and audience
- 2.3 Word Choice** - regularly use vivid and/or figurative language and innovative expressions in their writing
- 2.4 Sentence Fluency** - vary sentence structures to give their writing rhythm and pacing by using a variety of connecting and/or introductory words and phrases to help combine short, simple sentences into longer, more complex sentences
- 2.5 Point of View** - identify their point of view and other possible points of view, evaluate other points of view, and find ways to acknowledge other points of view, if appropriate
- 3.1 Spelling Familiar Words** - spell familiar words correctly
- 3.2 Spelling Unfamiliar Words** - spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling
- 3.3 Vocabulary** - confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose
- 3.4 Punctuation** - use punctuation appropriately to communicate their intended meaning in more complex writing forms, including forms specific to different subject areas, with a focus on the use of: periods after initials, in abbreviations, and in decimal numbers; parentheses; punctuation to indicate intonation, pauses, or gestures
- 3.5 Grammar** - use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: relative pronouns

## The Arts

### Dance and Drama

**Creative Work** - create and present drama anthologies, independently and in a group, manipulating various techniques of drama and dance

## Lesson 6

### Language

#### *Oral Communications*

**1.2 Active Listening Strategies** - demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups

**1.3 Comprehension Strategies** - identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts

**1.4 Demonstrating Understanding** - demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways

**1.6 Extending Understanding** - extend understanding of oral texts, including increasingly complex texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them

**2.2 Interactive Strategies** - demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience

**2.3 Clarity and Coherence** - communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience

**2.4 Appropriate Language** - use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience

**2.5 Vocal Skills and Strategies** - identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning

#### **Reading**

**1.1 Variety of Texts** - read a wide variety of increasingly complex or difficult texts from diverse cultures

**1.3 Comprehension Strategies** - identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts

**1.4 Demonstrating Understanding** - demonstrate understanding of increasingly complex texts by summarizing important ideas and citing a variety of details that support the main idea

**1.6 Extending Understanding** - extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

**3.1 Reading Familiar Words** - automatically read and understand most words in a wide range of reading contexts

**3.2 Reading Unfamiliar Words** - predict the meaning of and rapidly solve unfamiliar words using different types of cues

**3.3 Reading Fluently** - read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose

#### **Writing**

**1.2 Developing Ideas** - generate ideas about more challenging topics and identify those most appropriate for the purpose

**1.4 Classifying Ideas** - sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data

**1.5 Organizing Ideas** - identify and order main ideas and supporting details and group them into units that could be used to develop a multi-paragraph piece of writing, using a variety of strategies

**2.1 Form** - write complex texts of different lengths using a wide range of forms

**2.2 Voice** - establish a distinctive voice in their writing appropriate to the subject and audience

**2.3 Word Choice** - regularly use vivid and/or figurative language and innovative expressions in their writing

**2.4 Sentence Fluency** - vary sentence structures to give their writing rhythm and pacing by using a variety of connecting and/or introductory words and phrases to help combine short, simple sentences into longer, more complex sentences

**2.5 Point of View** - identify their point of view and other possible points of view, evaluate other points of view, and find ways to acknowledge other points of view, if appropriate

**3.1 Spelling Familiar Words** - spell familiar words correctly

**3.2 Spelling Unfamiliar Words** - spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling

**3.3 Vocabulary** - confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose

**3.4 Punctuation** - use punctuation appropriately to communicate their intended meaning in more complex writing forms, including forms specific to different subject areas, with a focus on the use of: periods after initials, in abbreviations, and in decimal numbers; parentheses; punctuation to indicate intonation, pauses, or gestures

**3.5 Grammar** - use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: relative pronouns

## The Arts

### Visual Arts

**Knowledge of Elements** - use the appropriate tools, materials, and techniques correctly, selecting those that will create the desired effect

**Creative Work** – organize their art works to communicate ideas, using at least one of the principles of design specified for this grade- produce two- and three-dimensional works of art that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences

## Lesson 7 Language

### *Oral Communications*

**1.2 Active Listening Strategies** - demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups

**1.3 Comprehension Strategies** - identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts

**1.4 Demonstrating Understanding** - demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways

**1.6 Extending Understanding** - extend understanding of oral texts, including increasingly complex texts, by connecting, comparing, and contrasting the ideas and information in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them

**2.2 Interactive Strategies** - demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience

**2.3 Clarity and Coherence** - communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience

**2.4 Appropriate Language** - use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience

- 2.5 Vocal Skills and Strategies** - identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning
- 2.7 Visual Aids** - use a variety of appropriate visual to support and enhance oral presentations

## Reading

- 1.1 Variety of Texts** - read a wide variety of increasingly complex or difficult texts from diverse cultures
- 1.3 Comprehension Strategies** - identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts
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## Writing

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- 3.5 Grammar** - use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: relative pronouns

# The Arts

## Visual Arts

- Knowledge of Elements** - use the appropriate tools, materials, and techniques correctly, selecting those that will create the desired effect

**Creative Work** – organize their art works to communicate ideas, using at least one of the principles of design specified for this grade

- produce two- and three-dimensional works of art that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences

## Lesson 8

### Language

#### *Oral Communications*

**1.2 Active Listening Strategies** - demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups

**1.3 Comprehension Strategies** - identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts

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**2.5 Vocal Skills and Strategies** - identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning

**2.7 Visual Aids** - use a variety of appropriate visual to support and enhance oral presentations

#### **Writing**

**1.2 Developing Ideas** - generate ideas about more challenging topics and identify those most appropriate for the purpose

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**3.5 Grammar** - use parts of speech correctly to communicate their meaning clearly, with a focus on the use of: relative pronouns

### **Media Literacy**

**1.2 Making Inferences/Interpreting Messages** - interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations

## The Arts

### **Visual Arts**

**Knowledge of Elements** - use the appropriate tools, materials, and techniques correctly, selecting those that will create the desired effect

**Creative Work** – organize their art works to communicate ideas, using at least one of the principles of design specified for this grade

- produce two- and three-dimensional works of art that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences

## Lesson 9

# Language

### *Oral Communications*

**1.2 Active Listening Strategies** - demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups

**1.3 Comprehension Strategies** - identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex or challenging oral texts

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**2.3 Clarity and Coherence** - communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience

**2.4 Appropriate Language** - use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience

**2.5 Vocal Skills and Strategies** - identify a range of vocal effects, including tone, pace, pitch, volume, and a variety of sound effects, and use them appropriately and with sensitivity towards cultural differences to communicate their meaning

**2.7 Visual Aids** - use a variety of appropriate visual to support and enhance oral presentations

### **Writing**

**1.2 Developing Ideas** - generate ideas about more challenging topics and identify those most appropriate for the purpose

**1.4 Classifying Ideas** - sort and classify ideas and information for their writing in a variety of ways that allow them to manipulate information and see different combinations and relationships in their data

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**3.5 Grammar** - use parts of speech correctly to communicate meaning clearly, with a focus on relative pronouns

### **Media Literacy**

**3.4 Producing Media Texts** - produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques

## The Arts

### Visual Arts

**Knowledge of Elements** - use the appropriate tools, materials, and techniques correctly, selecting those that will create the desired effect

**Creative Work** – organize their art works to communicate ideas, using at least one of the principles of design specified for this grade

- produce two- and three-dimensional works of art that communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences

## Lesson 10

### Language

#### *Oral Communications*

**1.2 Active Listening Strategies** - demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups

**2.2 Interactive Strategies** - demonstrate an understanding of appropriate speaking behaviour in most situations, adapting contributions and responses to suit the purpose and audience

**2.3 Clarity and Coherence** - communicate orally in a clear, coherent manner, using a structure and style appropriate to both the topic and the intended audience

**2.4 Appropriate Language** - use appropriate words, phrases, and terminology from the full range of their vocabulary, including inclusive and non-discriminatory language, and a range of stylistic devices, to communicate their meaning accurately and engage the interest of their intended audience

## The Arts

### Music

**Creative Work** - sing or play a variety of pieces expressively