

Basic communication and survival skills to effectively navigate the school environment. Build socio-linguistic, interactional language and a beginning understanding of Canadian culture.

| Specific Indicator (the student will) | Illustrative Examples |
|---|---|
| Understand and use basic English terminology | Vocabulary related to self, family, school, and other conversational topics |
| Demonstrates personal care and hygiene | <i>E.g. toilet routines, sneezing, hand washing, grooming, hair & body cleanliness, clothing cleanliness</i> |
| Use survival vocabulary to communicate personal and social information | <i>E.g. food, clothing, shelter, body parts, family, school, etc. E.g. thirsty, hungry, climb</i> |
| Follow classroom and school routines, behaviours, and etiquette | <i>E.g. Keeping your hands to yourself, using a pencil, lining up, remaining seated, not calling out, respecting personal space, lock and locker use</i> |
| Reproduce text features in own writing | Forms letters and numbers with attention to spacing line and directions when copying text <i>E.g. Copies phone number, writes address, completes agenda</i> |
| Produce pictures, icons and vocabulary to express feelings and need | <i>E.g. completes a bathroom pass; draws map of where they want to go, draws question mark, draws a face with feelings</i> |
| Copy words and labels objects, pictures, and diagrams | <i>E.g. Labels objects around the classroom</i> |
| Use memorized phrases to interact | <i>E.g. "I am hungry"; "May I go to the bathroom?"</i> |
| Use common courtesy expressions | <i>E.g. "May I have a pen? Thanks."; "Excuse me."</i> |
| Exhibit safety and security behaviours | <i>E.g. appropriate clothing for the weather, pulling a fire alarm, knowing your home phone number and address, understanding personal boundaries, etc.</i> |
| Develop strategies for learning | <i>E.g. binder set-up and organization, left to right and front to back directionality, time management, punctuality, reporting absences, homework skills, etc.</i> |
| Identify similarities and differences between their culture and Canadian culture | Special events, food, clothing, attending school, homes, roles of people in society, religion and beliefs, and awareness of values - <i>E.g. honesty</i> |
| Demonstrate self-awareness of their immigration experience | See Appendix D - Stages of Cultural Adaptation |
| Use facial features, "body language", and other non-verbal cues along with verbal language in order to convey meaning | Responds verbally, or with gesture, to slang or idiomatic expressions, especially when interacting with peers; use of facial expression or actions. <i>E.g. shrugging, grimacing, giving a 'thumbs-up'.</i> |
| Participate in class activities, social interactions, and conversations with assistance | Teachers scaffold conversations and fill in blanks. |
| Adjust communication based on the purpose, situation, and relationship | Formal vs. informal, age, authority, etc. |