

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 &amp; 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.