ELA GRADE 7

CURRICULUM PACKAGE

June 2012

Creating Futures

2012

CONTENTS

DENE KEDE

DENE KEDE, the culture-based curriculum of the NWT, serves as the heart of the NWT Curriculum. DENE KEDE was developed under the guidance of Dene elders and shares, through its teachings, the knowledge, skills, and values of the Dene. These cultural understandings serve as the underpinnings for all learning in all content areas and it is expected that the teachings and knowledge contained within DENE KEDE shall be woven into all lessons. In this manner our students will become more capable, more successful and better able to *walk in two worlds.*

BLOOM'S REVISED TAXONOMY

Creating
Generating new ideas, products, or ways of viewing things
Designing, constructing, planning, producing, inventing.

Evaluating
Justifying a decision or course of action

Checking, hypothesising, critiquing, experimenting, judging

Analysing
Breaking information into parts to explore understandings and relationships
Comparing, organising, deconstructing, interrogating, finding

Applying
Using information in another familiar situation

Implementing, carrying out, using, executing

Understanding
Explaining ideas or concepts
Interpreting, summarising, paraphrasing, classifying, explaining

Remembering
Recalling information

Recognising, listing, describing, retrieving, naming, finding

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BLOOM'S REVISED TAXONOMY COGNITIVE DOMAIN: VERB LIST

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
Cite	Add	Acquire	Analyze	Abstract	Appraise
Define	Approximate	Adapt	Audit	Animate	Assess
Describe	Articulate	Allocate	Blueprint	Arrange	Compare
Draw	Associate	Alphabetize	Breadboard	Assemble	Conclude
Enumerate	Characterize	Apply	Break down	Budget	Construct
Identify	Clarify	Ascertain	Characterize	Categorize	Contrast
Index	Classify	Assign	Classify	Check	Counsel
Indicate	Compare	Attain	Compare	Code	Criticize
Label	Compute	Avoid	Confirm	Combine	Critique
List	Contrast	Back up	Contrast	Compile	Defend
Match	Convert	Calculate	Correlate	Compose	Determine
Meet	Defend	Capture	Deconstruct	Construct	Design
Name	Describe	Carry out	Detect	Cope	Discriminate
Outline	Detail	Change	Diagnose	Correspond	Estimate
Point	Differentiate	Classify	Diagram	Create	Evaluate
Quote	Discuss	Complete	Differentiate	Critique	Explain
Read	Distinguish	Compute	Discriminate	Cultivate	Grade
Recall	Elaborate	Construct	Dissect	Debug	Hire
Recite	Estimate	Customize	Distinguish	Depict	Interpret
Recognize	Example	Demonstrate	Document	Design	Invent
Record	Explain	Depreciate	Ensure	Develop	Judge
Repeat	Express	Derive	Examine	Devise	Justify
Reproduce	Extend	Determine	Explain	Dictate	Measure
Review	Extrapolate	Diminish	Explore	Enhance	Plan
Select	Factor	Discover	Figure out	Experiment	Predict
State	Generalize	Draw	File	Explain	Prescribe
Study	Give	Employ	Find	Facilitate	Produce
Tabulate	Infer	Examine	Group	Format	Rank
Trace	Interact	Exercise	Identify	Formulate	Rate
Write	Interpolate	Execute	Illustrate	Generalize	Recommend
	Interpret	Explore	Infer	Generate	Release
	Observe	Expose	Interrupt	Handle	Select
	Paraphrase	Express	Inventory	Hypothesize	Summarize
	Picture graphically	Factor	Investigate	Import	Support
	Predict	Figure	Layout	Improve	Test
	Review	Graph	Manage	Incorporate	Validate
	Rewrite	Handle	Maximize	Integrate	Verify
	Subtract	Illustrate	Minimize	Interface	
	Summarize	Implement	Optimize	Join	
	Translate	Interconvert	Order	Judge	
	Visualize	Investigate	Organize	Lecture	
		Manipulate	Outline	Model	
		Modify	Point out	Modify	
		Operate	Prioritize	Network	

BLOOM'S REVISED TAXONOMY COGNITIVE DOMAIN: VERB LIST

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
		Personalize	Proofread	Organize	
		Plot	Query	Outline	
		Practice	Relate	Overhaul	
		Predict	Select	Plan	
		Prepare	Separate	Portray	
		Price	Size p	Prepare	
		Process	Subdivide	Prescribe	
		Produce	Train	Produce	
		Project	Transform	Program	
		Provide		Rearrange	
		Relate		Reconstruct	
		Round off		Relate	
		Sequence		Reorganize	
		Show		Revise	
		Simulate		Rewrite	
		Sketch		Specify	
		Solve		Summarize	
		Subscribe		Write	
		Tabulate			
		Transcribe			
		Translate			
		Use			

BLOOM'S REVISED TAXONOMY AFFECTIVE DOMAIN: VERB LIST

Receiving	Responding	Valuing	Organization	Internalizing
Ask	Accept responsibility	Associate with	Adhere to	Act
Choose	Answer	Assume responsibility	After	Change behavior
Follow	Assist	Believe in	Arrange	Develop behaviour code
Give	Comply	Be convinced	Classify	Develop philosophy
Hold	Conform	Complete	Combine	Influence
Select	Enjoy	Describe	Defend	Judge problem/issue
Show interest	Greet	Differentiate	Establish	Listen
	Help	Have faith in	Form judgments	Propose
	Obey	Initiate	Identify with	Qualify
	Perform	Invite	Integrate	Question
	Practice	Join	Organize	Serve
	Present	Justify	Weigh alternatives	Show mature attitude
	Report	Participate		Solve
	Select	Propose		Verify
	Tell	Select		
		Share		
		Subscribe to		
		Work		

BLOOM'S REVISED TAXONOMY QUESTIONING FRAMEWORK

	BLOOM'S REVISED ORDER	ACTIONS	EXAMPLES FOR: INTENTIONAL QUESTIONING-PROMPTING FOR HIGHER LEVEL/ORDER THINKING	
HIGHER-ORDER THINKING	**Creating** (Putting together ideas or elements to develop an original idea or engage in creative thinking).	Designing Constructing Planning Producing Inventing Devising Making	• What would you do differently next time? • Why? • What could you do next? Why?	• What would you do differently next time? • Why? • What could you do next? Why?
	Evaluating (Judging the value of ideas, materials and methods by developing and applying standards and criteria).	Checking Hypothesising Critiquing Experimenting Judging Testing Detecting Monitoring	What do you think is really good about what you are: • Building • Exploring • Cooking • Serving • Making • Inventing • Planning	Look at what you are _____, • What do you think could be a problem with the way it is made? • Why do you think that? • What do you think will work really well? • Explain why you think so
	Analyzing (Breaking information down into its component elements).	Comparing Organising Deconstructing Attributing Outlining Structuring Integrating	• Do you see anything that is the same/different from _____? • How could you put this together in a different way? What would happen?	• How would your _____ change if you didn't have _____? • What could you use instead? • Why do you think it would work?
LOWER-ORDER THINKING	**Applying** (Using strategies, concepts, principles and theories in new situations).	Implementing Carrying out Using Executing	What other uses does _____ have? • New Context • Different Purpose • Combine new context & new purpose	What if you wanted to use what you are (making/cooking etc.) for a new/ different purpose. What would you: • Add? • Remove? • Change?
	Understanding (Understanding of given information).	Interpreting Exemplifying Summarising Inferring Paraphrasing Classifying Comparing Explaining	What is important about what you are: • Building • Exploring • Cooking • Serving • Making • Inventing • Planning	• Explain how this (item/ ingredient/part/amount etc.) is important to what you are doing.
	Remembering (Recall or recognition of specific information).	Recognising Listing Describing Identifying Retrieving Naming Locating Finding	Describe what you are: • Building • Exploring • Cooking • Serving • Making • Inventing • Planning	Tell me what you are using to: • Cook • Build • Investigate • Serve • Examine • Fix • Copy

Passage to Womanhood

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*

Major Cultural Understanding: With the onset of menstruation, girls were often put through special "rites of passage".

Describe/discuss the rites of passage for girls and what they consisted of	• Once menstruation began for a girl, she would be separated from others, especially from men and boys. • Most Dene tribes practiced rites of passage where, once the girl began her menstruation, she would be set out in a shelter to live alone in the bush, away from her family. • The time spent away from others varied from a few weeks to a few months. • During this time, the girl was given challenges. The challenges, which were different from tribe to tribe, included meagre food and water, the tying of fingers together and being left alone for long periods of time to survive on her own.

Major Cultural Understanding: In times past, the Dene believed that young people gained spiritual power as they became adolescents.

Provide ways in which spirituality was experienced by adolescents	• Adolescent girls and boys were seen to be ready to receive spiritual powers and were prepared for that. • Girls who had begun menstruating were seen to have powers that could negatively affect the power of men, especially their hunting activities. • During adolescence, boys often experienced dreams which gave them an understanding of their own personal medicine powers. • During adolescence, girls could also receive messages about their medicine powers. • Though it was at this age that people began having spiritual experiences, not all young people were able to have them. It was believed that special powers were given only to those who were especially good.

Major Cultural Understanding: The purpose of the rites of passage was to make it known to the girl and the community that the girl had come into the age of womanhood.

Identify and discuss the purpose of the rites	• During this time, the girl would receive counselling and training from her mother, aunts and women Elders. • She would be told about how to care for her things and how to behave around others, now that she had the special powers that came to women who were menstruating. There were rules such as keeping your things organized and together, not walking over the legs of men or their hunting equipment, and not talking to men. • The challenges were meant to develop and test her stamina, strength, courage, resourcefulness and other character traits needed to be an adult woman, upon whom others could depend. • She learned the homemaking and caretaking skills which were considered crucial to the well-being of families.

Passage to Womanhood

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Identify and discuss the purpose of the rites (continued)	• It was believed that how a young person dealt with this time was an indication of how he or she would be in the future. This was the time when young men and women acquired new characters. • For this reason, the young women were strictly controlled and carefully scrutinized, not only during their time alone, but also when they returned to their families and until they were wed.
Major Cultural Understanding: Adolescence was a time of intense training for adulthood.	
Clarify and discuss the kind of training that the young women would receive	• Preparing hides for various uses • Sewing functional hide clothing that was warm, long-lasting and beautiful • Preparing food - butchering, cleaning, drying, cooking meat and fish, and gathering edible roots and berries • Packing loads and travelling, finding their way on the land and setting camp • Caring for young children • Hunting and snaring small game
Major Cultural Understanding: The basic traditional Dene methods and values of dealing with adolescents can be useful in preparing young girls to become women, even today.	

Explain how and why rites of passage can be a useful experience to young women today	• Rites of passage provide a time to learn about and reflect on what it means to be a woman:
	  o Experiencing bodily changes
	  o Dealing with feelings of fear and inadequacy
	  o Developing attitudes of courage, patience, humility and determination
	  o Developing a new role and learning new responsibilities
	  o Becoming aware of her choices as she develops.
	• Having the attention and guidance of caring adult women during this time can help young women to deal with issues concerning their development.
	• The rites can be an opportunity for girls to focus on how their bodies and roles are changing. They are away from other people and distractions of the community.

Major Cultural Understanding: To know and understand about past ways and to experience them, even in a small way, helps one to feel a part of one's culture.	
Explain how these experiences will create a sense of identity for a woman	• To actually experience something that was experienced by our Dene women ancestors may help one to accept the value of the way things were done in the past. • Such an experience may help young girls to understand the feelings of the Elders. • Knowing about one's culture and understanding it enables young people to choose the things they feel are important to carry on with as Dene.

Fish Camp

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Major Cultural Understanding: Fishing locations *Note: Teachers should research and provide information specific to the fish camps used by the community.*	
Learn the specific information regarding fishing locations.	• Fish species that are caught in the area • Seasonal uses of fishing areas by community • Familiarity with maps and finding popular fishing sites • Distance from the community • Route landmarks and Dene names • Lakes, rivers, creeks and spiritual sites along the way • Dangerous areas by season • Historical land use information
Major Cultural Understanding: Fishing knowledge and skills	
Describe locations of various species and skills needed for successful fishing of these	• Life cycles, including spawning habits • Where fish tend to be found; different times of the day & seasons • How best to catch fish, based on knowledge of their habits • Fishing techniques: net with and without a canoe, rod, • Poling, fish dam
Major Cultural Understanding: Required equipment and supplies	
Identify and describe what is needed for equipment and supplies	• Fishing equipment • Camping equipment • Supplies and personal effects
Major Cultural Understanding: Canoe maintenance and handling	
Describe/demonstrate good canoe maintenance and handling	• Mixing gas • Starting an outboard • Dealing with flooding and spark plugs • Maneuvering in a storm • Dealing with overturned canoes • Using life vests • Maneuvering while net setting • Landing a canoe
Major Cultural Understanding: Handling fish	
Describe and demonstrate proper handling of fish	• Removing from a net • Cleaning and preparing • Making drying racks • Making dryfish and split fish • Making fish caches or stages in the fall
Major Cultural Understanding: Camping skills and attitudes	
Identify and demonstrate correct camping and skills and attitudes	• Tent location: near wood and water • Spruce bough floor • Campfire: location, finding wood and starting fire quickly • Cooking and washing facilities • Bed rolls and personal hygiene areas • Movement within the tent • Rules for eating • Doing chores and doing one's share • Finding ways to be helpful

Fish Camp

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*

Major Cultural Understanding: Dene laws and spirituality

Explain the Dene laws and their relationship to fishing	• The need to listen to and obey instructors and Elders • Honouring the water, land and fire • Handling fish and equipment with respect • Sharing with the comnnu1ity

Major Cultural Understanding :Land safety and survival

Demonstrate and explain land safety and its relationship to survival	• Caring for dangerous or hazardous items: guns, fuel, axes, etc. • Water safety • Starting a fire in the rain • First aid for burns, cuts and broken bones • Bear hazards • Appropriate dress • Buddy system • Distress calls • Staying in one place when lost • Temporary shelters • Using smoke for repellent • Drinking water safety: boiling and moving water • Direction and orientation • Fishing with wires and hooks

Major Cultural Understanding: Economic value of fishing

Identify and discuss the economical value of fishing	• Nutritional value compared to store bought foods • Comparing cost of local fish to imported meats

Oral Tradition

Major Cultural Understanding: The Dene have used the oral tradition as a way of passing knowledge from one generation to the next

Note: Teachers should research and provide information specific to the fish camps used by the community.

Describe ways that illustrate that the oral tradition is about communication and culture	• Without a body of knowledge, there is no culture. Knowledge must be passed from generation to generation in order for a culture to continue. • In the oral tradition, knowledge is passed from person to person orally, rather than in written form. • The knowledge that is passed down can include information, facts, wisdom, beliefs, customs and moral teachings. • Elders were usually the ones to pass on the oral knowledge. Therefore they became known as the teachers of the Dene culture. • Knowledge was often presented in the form of stories and legends. • The oral tradition requires very good listening and memory skills.

Oral Tradition

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*

Major Cultural Understanding: The oral tradition has enabled the Dene culture to continue.

Describe how the Dene oral tradition has many cultural purposes	• It is used to teach skills and knowledge concerning survival. • It is a way of teaching morals, beliefs and customs. • It can be used to counsel & guide individuals in their life decisions. • It is a form of entertainment. • It is a way to pay tribute to the Creator, the land or to certain individuals.

Major Cultural Understanding: Legends are the most important part of the Dene oral tradition

Identify the reasons that make legends so important to the Dene	• They are very old stories which have come down from the first people. • With some variations, they are basically the same story told generation after generation. They are what generations of Dene have in common and what hinds them together. • They contain Dene historical information. • They provide gentle moral guidance. • They are rich with Dene beliefs, explanations about life and customs. • They are a good source of entertainment. • They are rich in language.

Major Cultural Understanding: There are Dene customs that are followed when learning from an Elder.

Describe how the Dene customs and learning from an Elder are related	• Stories from Elders are given in exchange for a gift. Local customs vary and should be followed. • In the presence of Elders, good listening skills are essential. • In the presence of Elders, respectful behaviour is required. • Local customs vary and should be followed.

Major Cultural Understanding: The youth of today have a crucial role to play in preserving the oral knowledge of the Dene.

Express how the role that must be played by the youth of today, is crucial to preserve the oral Dene knowledge	• They must develop good listening and memory skills so they can pass on the knowledge of the Dene. • They must spend time on the land and with Elders in order to hear and understand their words.

My People, My Identity

Major Cultural Understanding: The Dene are a family made up of First Nations tribes in the Mackenzie Valley who have similar languages, cultures, histories and perspectives on life.

Note: Teachers should research and provide information specific to the fish camps used by the community.

Identify the tribes belonging to the Dene family	• Chipewyan • Dogrib • Gwich'in • North Slavey • South Slavey
Describe ways in which the Dene groups are a family	• They share similar beliefs, values and a basic perspective on life. • They all speak variations of the Athapaskan language. • They were the first people to inhabit and live in the Mackenzie valley and delta. • They all had similar patterns of life and land use (see resource 2).

DENE KEDE GRADE 7

My People, My Identity

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Major Cultural Understanding: As a Dene, I must know my family identity.	
Clarify why I must know my family identity	• I will know who I am related to so I can have a place to belong and will know how I fit into a larger family. • It will allow me to know my tribal and band identity(s).
Major Cultural Understanding: The Dene tribe to which I belong has its own distinct language, culture and history.	
Describe ways that my tribe is distinct	• We have our own territory and trails for hunting. • Our distinct territory causes us to have our own patterns of life and land use (see Resources 2 to 6). • We have our own dialect and sub-dialects of the Athapaskan language. • Since the time of contact with the non-Dene, we have our own history and resulting effects on our traditional way of life.
Major Cultural Understanding: The relationship between Dene tribes has varied historically	
Identify the different relationships that Dene Tribes had with each other	• Bands of Dene who moved around in order to survive travelled freely into neighbouring tribal territories. There were no marked boundaries, but people were aware of who tended to live in a certain territory. • When bands of people from different tribes would meet each other while travelling the land, initial contact was with some apprehension and caution. Past experiences taught that such contact was not always free of conflict. Often, the bands would exchange gifts (which was seen as trade by Europeans) as a symbol of goodwill. • Bands of people who were considered friendly were treated with feasts, drum dancing and games. • Relationships between some of the tribes were historically filled with conflict in the form of abductions, war parties and violent chance encounters. This was particularly true for a period of time between the Yellowknives (a band of Chipewyan people) and the Dogrib. • Though each tribe negotiates its own land claim, we still feel we are a part of a bigger identity - the nation of Dene people.
Major Cultural Understanding: My Dene identity can be strengthened by learning the history of my people	
Describe ways in which I can strengthen my Dene identity	• Learn what tribes are in the Dene family and what makes them a family • Find out my family, band and tribal identity • Learn the story of my tribe and band • Learn and live the values held by my people • Learn, practice and use the language of my people
Major Cultural Understanding: The values of my people remain to guide us in our lives and to provide us with a sense of identity.	
Identify Dene values that can be used to guide our lives and to give us a sense of identity in various contexts	• Values which guide us in the way we interact with one another: • We value coming together to celebrate our unity or to support one another in troubled times.

DENE KEDE GRADE 7

My People, My Identity

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Identify Dene values that can be used to guide our lives and to give us a sense of identity in various contexts (Continued)	• We value participating in group efforts which benefit the whole community • We value our birthright - the right to belong to a group by virtue of our birth parents. • We value education through our Elders, learning not simply about the past, but valuing the wisdom of age and experience. • We value caring for and sharing with one another. • We value the right of one another to make our own decisions. • We value the talents and strengths that individuals bring to our people as a whole. • We value the friendships which help to make us complete. **Values which guide us as individuals:** • We value becoming capable and able to support others in need. • We value being humble. • We value being non-interfering and mindful of our own affairs. **Values which guide our relationship with the land:** • We honour and care for the land because it is our spiritual source and because it sustains us. • We value our Dene laws, which were given to help us in our relationship with the land. • We value our time on the land because it is the heart of our culture. • We value the Dene skills and knowledge for living on the land.

Developing Dene Skills

Major Cultural Understanding: Basic Dene skills have enabled the Dene to survive as a people.

Describe skills that are basic to the Dene culture	• Enable Dene people to enjoy, support and work with one another • Enable the Dene to live from the land and be healthy in body • Provide strength of spirit

Major Cultural Understanding: Basic Dene skills are valuable for the young Dene of today.

Identify valuable basic Dene skills and describe in relation to how they help current young Dene people	• Enjoy, use and protect the land • Make a living • Create a healthy family and community • Become healthy in mind, body and spirit • Carry on the culture of the Dene

Major Cultural Understanding: Certain attitudes are helpful in learning and developing basic Dene skills

Describe the attitudes required for development of basic Dene skills are and how they are helpful	• Willingness to take risks and to try something, even though the results may not be perfect • Willingness to persevere at practicing and not become frustrated • Willingness to choose to practice and learn, rather than to engage in self-destructive Or wasteful activities • Attentiveness while listening and watching

Major Cultural Understanding: Talented and capable Dene have found certain techniques useful for learning skills and developing talents. •

The techniques used by talented and capable Dene include	• Setting small goals for oneself• • Imagining what the finished product will look like • Promising small rewards for oneself along the way as one makes progress • Reminding oneself that perfection only comes with practice • Reminding oneself of why one wants to develop the skill • Finding people with the particular skills you wish to learn (often a parent or a relative) and being attentive at listening and watching them

ELA GRADE 7

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

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Engage in exploratory communication to discuss and develop diverse ideas, predictions, opinions, conclusions, and understanding about oral, print, and other media text 1.1.1	• Describes own observations & interpretations, including prior knowledge • Reflects on own observations and interpretations • Listens respectfully and seeks others' points of view • Talks about connections between own and others' observations and interpretations • Uses others' ideas, perspectives, and responses to develop personal thinking and apply understanding in a variety of situations • Extends questions and answers to clarify others' ideas, information, and experiences • Begins to discuss the differences in personal interpretations and understandings with those of others
Explore a variety of genres, authors and artists in oral, print, and other media texts, including those recommended by peers 1.1.2	• *Chooses* appropriate texts independently and/or following recommendations • *Explains* personal preferences for specific genres, works, and/or authors/artists, using examples • *Highlights aspects* of genres and/or forms in discussions with peers
Describe and assess personal language use and revise personal goals to enhance language learning and use 1.1.3	• Considers examples of, and participates in discussions about, the purposeful and effective use of language • Collaboratively develops *criteria* used to assess language use • Uses strengths and challenges to *set goals* to improve language use
Connect prior and new knowledge and experiences, and organize ideas and information in meaningful ways, in order to shape, clarify, and extend understandings 1.2.1	• Applies current understandings and/or *conclusions* to new contexts • Chooses and applies methods of organizing ideas and information that *clarify main ideas* • Recognizes that *understandings* and/or *conclusions* may *change* based *on new information* • Extends questions and answers to clarify and connect others' ideas, information, and experiences
Summarize and represent personal viewpoints in clear and purposeful ways 1.2.2	• *Summarizes* and *explains* personal viewpoints with a specific audience in mind • Uses features of oral language, visuals, and/or other media to *present personal viewpoints*

GO #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.

Make and explain connections between previous experiences, prior knowledge, and texts 2.1.1	• *Integrates* new ideas and information (developed from the connections between prior knowledge and experiences and texts) into personal understandings • *Seeks to understand*, through discussion, connections others have identified • *Explains* connections developed through exploration of texts
Select and use appropriate comprehension strategies to construct, revise and explain understanding of texts 2.1.2 *keep in mind text and purpose when matching reading comprehension strategies to task, guidance may be required for newly introduced strategies; individual or group independence may be expected with familiar ones	• Reflects upon and *explains* own reading behaviours • Selects and uses thinking and/or comprehension strategies to construct and confirm understanding • Monitors understanding of texts with an appropriate complexity of content and sophistication of style • Explains revised understandings of text based on new information *using texts with an appropriate complexity of content and sophistication of style • Sets a purpose for listening, viewing, or reading to anticipate meaning

ELA GRADE 7

GO #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.

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Uses **textual cues** to construct and confirm meaning 2.1.3	• Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning from **narrative** text (add: theme, perspectives) • Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning from **expository** text (add: logical organization [persuasive]; sentence patterns) • Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning from **poetic** text (add: cadence)
Explain how vocabulary, language structure and context help readers construct meaning of a text 2.1.4	• *Selects* and *uses* a variety of strategies to construct and confirm meanings of both known and unfamiliar words • *Identifies* and *describes* text structures, punctuation, and word order used in texts • *Infers* author's or creator's purpose, audience, and choice of structure or form, in support of personal interpretations of text
Explore a variety of oral, print, and media texts 2.2.1	• Sets a **purpose** for reading, listening to, or viewing oral, print, and other media texts **from diverse cultures** • Explores a variety of **narrative, expository, and poetic** texts and expresses preferences for particular texts (**Required GR7: novels** longer chapters with few illustrations, featuring action, dialogue, considerable description, varied sentence length, challenging vocabulary; narratives, fantasy, editorials, reviews, interviews, ballads, lyrics, essays)
Respond to texts creatively and critically 2.2.2	• *Discusses* personal responses to shared and independent listening, reading, and viewing experiences • *Responds through creative writing and representation* to shared and independent listening, reading, and viewing experiences
Identify **ideas, points of view, and bias** in texts 2.2.3	• *Compares* how groups of people are portrayed in texts • Describes **bias** and **stereotypes** in texts • Describes **portrayals** of various characters, communities and/or cultures in texts • Describes how personal understandings of cultures and communities are **influenced** by texts • Identifies how similar ideas and themes are explored in texts from various cultures and communities
Describe **attributes** of genres and/or forms 2.3.1	• *Identifies characteristics* of a variety of forms and genres (forms and genres may include: fiction [adventure, fantasy]poetry [free verse, rap, lyrics, ballads] expository(narrative non-fiction, text and resource books, reports, functional writing [instructions, social networking sites, letters]) • Discusses the **strengths** and **limits** of various forms and genres • Discusses **literature** in reference to sub-genres (add: free verse, rap, lyrics, ballads, narrative non-fiction...)

ELA GRADE 7

GO #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.

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Describe how techniques and elements are used in text 2.3.2	• Identifies and describes *elements* within *narrative, expository, and poetic* texts (add: static/dynamic characters, exposition, conflict, message) • Identifies and describes *techniques* used to support *narrative, expository*, and *poetic* texts (add: atmosphere, camera angle)
Identify descriptive and figurative language and stylistic techniques within and across a variety of text 2.3.3	• Identifies and describes how *word choice* and *stylistic* techniques clarify and enhance meaning • Begins to *compare* how authors express *voice* in oral, print, and other media texts • *Identifies* instances of *ambiguous* and/or *precise* use of language and suggests meaning based on context

GO #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.

Identify prior knowledge of, and prior experiences related to, a topic to choose a focus for own and group inquiry 3.1.1	• *Summarizes* prior personal and factual knowledge related to a topic of inquiry or research • Identifies *missing categories* and information *gaps* in knowledge about a topic of inquiry or research • Uses *self-questioning* to choose a *focus* for inquiry or research • Uses categories, gaps in knowledge, and questions to plan next steps for an inquiry or research topic
Develop relevant questions to establish a purpose for seeking information on a topic in own and group inquiry 3.1.2	• Develops a variety of open-ended questions on an inquiry topic • Asks *relevant questions* to deepen and extend thinking throughout the inquiry process
Create, follow, and reflect on a plan to collect, record, and synthesize information in own and group inquiry 3.1.3	• Identifies *purpose* and *audience* for an inquiry • *Chooses* appropriate *strategies* for collecting and *recording* information • Chooses strategies and formats for *organizing, synthesizing, and sharing* inquiry information • Creates a *plan* to meet a specified time frame for inquiry • Reflects on the plan during and at the end of inquiry
Identify relevant primary and secondary sources to answer inquiry or research questions 3.2.1	• Identifies *primary* (experiential and/or firsthand account) and *secondary* (text based and/or secondhand account) sources of information relevant to inquiry topic
Use criteria to evaluate usefulness and reliability of sources 3.2.2	• Matches source(s) to the *focus* and/or *purpose* of inquiry using criteria developed with peers • Determines *usefulness* of source(s) using specific criteria developed with peers • Determines *reliability* of source(s) using specific criteria developed with peers
Use text features and reference tools to identify relevant information 3.2.3	• *Uses a variety of text features* to locate information in oral, print, and other media texts • Uses the *library's organizational* system to locate relevant information • Uses the *computer* to locate and access information • Accesses information from *reference materials*
Use strategies to understand and relate information in texts 3.2.4	• Uses *prior knowledge, connections, predictions, and inferences* to make sense of and relate information within and across texts • Uses *textual cues* and *organizational patterns* to preview and construct meaning within and across texts • Selects and summarizes *key ideas and details* from texts related to inquiry topic

ELA GRADE 7

GO #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.

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Organize information and ideas using headings 3.3.1	• Chooses and uses appropriate strategies and format to organize information
Record key ideas and details; cite sources appropriately 3.3.2	• *Records* ideas and information from one or more sources using categories with headings • *Cites* sources of information
Identify relevance, importance, and gaps in information within and across sources 3.3.3	• Describes information in terms of relevance to inquiry, importance of information, and currency • Identifies *gaps* in information • Suggests possible perspectives within sources
Incorporate new information with prior knowledge and identify next steps in inquiry 3.3.4	• Describes how *new information impacts* prior knowledge of inquiry topic • *Synthesizes* information from a variety of sources to explain new understanding(s) and/or point of view about inquiry Topic • Makes *reasoned judgments* related to new understandings supported by evidence • Generates *goals* for *next steps* in inquiry or research process

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

Generate ideas and develop a topic using a variety of strategies 4.1.1	• Identifies *possible ideas* from a variety of sources using a variety of strategies • Chooses a *focus* from among ideas • *Relates ideas* to develop a topic for an oral, print, or other media text
Uses appropriate form and genre to organize ideas and information for a particular audience and purpose 4.1.2	• *Chooses* among possible *forms* and *genres* when preparing to create oral, print or media texts • Identifies possible *audience*(s) and sets *purpose* when preparing to create a variety of texts • Identifies *organizational structures* needed to create texts • *Adapts* ideas and information, form, and organizational structures for purpose and audience when preparing to create a text
Demonstrates understanding of elements of texts when creating oral, print, and other media texts 4.1.3	• Creates original **narrative** texts, applying familiar narrative forms • Applies understanding of *elements* of **narrative** texts when creating texts (add: climax) • Creates original *expository* texts, applying familiar expository forms • Applies understanding of *elements* of **expository** texts when creating texts. (add: perspectives) • Creates original *poetic* texts, applying familiar poetic forms • Applies understanding of poetic texts *elements* when creating (add: personification, imagery) • Creates texts using a computer
Use criteria to focus conversations about own and others' texts and representations 4.2.1 *The criteria to guide the focussed conversations is based on Techniques, Elements and/or Content)(Distinction between grades is depth of focussed conversations	• Participates in *criteria development* for a variety of accounts • Uses *criteria* when suggesting *revisions* for own and others' draft texts and representations • Uses *criteria* when requesting *feedback* for draft texts and representations

ELA GRADE 7

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

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Revise ideas and organizational structures to meet criteria 4.2.2	• *Selects* specific *aspects* of text to *revise* based on own and others' feedback and criteria • *Examines* effect of revisions • *Compares* revised text *to criteria* and repeats the <u>personal revision process</u> as needed
Develop fluency and proficiency with keyboarding and word processing 4.2.3	• Develops proficiency with keyboarding and word processing when composing, revising, formatting, and publishing texts (add: uploads and downloads text, image, audio and video files; identify and apply safety procedures, including antivirus scans and virus checks, to maintain data integrity) • Develops an expanding repertoire of vocabulary associated with keyboarding and word processing
Experiment with language to create desired effect in oral, print, and other media text 4.2.4	• Chooses and uses *descriptive and figurative* language to create effects • Chooses and uses vocabulary to create effects, sometimes taking *risks* with new words • Uses a variety of sentence lengths and structures to create effects • Uses a *voice* that is individual, expressive, and engaging with an awareness of and respect for intended audience and purpose (add: showing passion for the topic)
Use an editing process to enhance communication 4.3.1	• Uses an editing process, with guidance, to identify grammar and usage problems that impact meaning (add: to eliminate unnecessary repetition) • Discusses the function of parts of speech as they impact meaning within a sentence (same as grade 6)
Apply spelling conventions to texts using a variety of strategies and resources 4.3.2	• Spells most words conventionally so that errors do not interfere with communication • Uses a variety of strategies when spelling unfamiliar words • Uses an editing process to check and correct spelling.
Use an editing process to check for punctuation and capitalization 4.3.3	• *Capitalizes* most words conventionally so that errors *do not interfere* with communication • Applies rules for *punctuation* correctly in most writing so that errors do not interfere with communication • Uses an editing process to check and correct capitalization and punctuation
Present and/or publish texts (oral, print, and media) 4.4.1	• Uses a variety of techniques to *engage audience* and *present* texts (oral, print, and media) effectively (see previous grades – same) • *Experiments* with *media* to enhance presentations • *Evaluates* the *effectiveness* of presentation of texts (oral, print, and media) on audience

ELA GRADE 7

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

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	*The following set of indicators may be used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:*
Make decisions collaboratively to follow or modify pre-established group processes in order to work in a variety of partnerships and groups 5.1.1	• Follows or modifies pre-established group processes when collaborating with peers to accomplish a task • Selects appropriate roles for small/whole group task(s)
Adjust listening, viewing, speaking behaviours according to the situation 5.1.2	• Speaks, listens and views respectfully and carefully (add: asking clarifying questions, responding to speaker's nonverbal cues) • Adjusts language to fit the context (audience, purpose and situation) • Discusses differences in language use in a variety of school and community contexts
Evaluate group processes and personal contributions according to pre-established criteria (the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections) 5.1.3	• Participates in the development of criteria to evaluate group processes • Assesses the effectiveness of the group process using the set criteria • Reflects on personal behaviours and/or learning style • Reflects on personal behaviours that contribute to group success to set personal and/or group goals • Applies peer and/or group feedback about group process
Compare personal ways of responding and thinking with those of others 5.2.1	• Recognizes differing perspectives of common experiences • Paraphrases ideas and summarizes others' responses • Offers feedback on ways others communicate ideas
Identify and describe barriers to the acceptance or honouring of diversity 5.2.2	• Shows respect of others' talents (strengths), interests, and feelings or ideas to strengthen the community • Expresses and explores own identity through gifts, talents, and strengths, interests, and feelings or ideas • Discusses issues related to, or barriers blocking, the acceptance or honouring of diversity • Suggests issues of diversity beyond the local community
Select and use context-appropriate language and form to celebrate events and accomplishments 5.2.3	• Explains how context influences the selection of appropriate language and form to honour and celebrate others • Selects and uses appropriate language and form to celebrate others, special events or accomplishments • Recognizes the value of own contribution to many communities

AAT GRADE 9

AAT Part "A" Narrative Writing –Test Blueprint		
Reporting Category	**Looking For…**	**Description of Writing Assignments**
Content (selecting ideas and details to achieve a purpose)	Students respond to a given topic by writing a narrative or an essay. Students establish their purpose, select ideas and supporting details to achieve the purpose, and communicate in a manner appropriate to their audience.	The Narrative / Essay Writing Assignment requires students to respond to a prompt that consists of a topic, as well as a collection of materials that students may use if they wish. These materials include graphics, quotes, and short literary excerpts. Students may use ideas from previous experience and/or reading. Students are to respond by writing a narrative or an essay.
Organization (organizing ideas and details into a coherent whole)	Students organize their ideas to produce a unified and coherent narrative or essay that links events, details, sentences, and paragraphs, and that supports the purpose.	
Sentence Structure (structuring sentences effectively)	Students control sentence structure and use a variety of sentence types, sentence beginnings, and sentence lengths to enhance communication.	
Vocabulary (selecting and using words and expressions correctly and effectively)	Students choose specific words and expressions that are appropriate for their audience and effective in establishing a voice/tone that will help to achieve their purpose.	
Conventions (using the conventions of written language correctly and effectively)	Students use conventions accurately and effectively to communicate.	
Content and Organization are weighted to be worth twice as much as each of the other categories		

AAT Part "A" Function Writing –Test Blueprint		
Reporting Category	**Looking For…**	**Description of Writing Assignments**
Content* (thought and detail)	Students develop, organize, and evaluate ideas for a specified purpose and audience.	The Functional Writing Assignment requires students to write to a specified audience in the context of a business letter. They are also required to address a blank envelope correctly.
Content Management* (using the conventions of written language correctly and effectively)	Students communicate accurately and effectively by selecting words and phrases appropriate to their purpose. Students demonstrate control of sentence structure, usage, mechanics, and format.	

AAT Part "B" Reading – Grade 9: Test Blueprint		
Reporting Category	**Looking For…**	**Types of Reading Passages**
Identifying and Interpreting Ideas and Details	Students construct meaning by interpreting ideas and details pertaining to setting / atmosphere / context / character / narrator / speaker (actions, motives, values, conflict, and events	There are various types of reading passages on the AAT: informational texts and narrative/poetic texts. Stories and poems comprise almost 60% of the test.
Interpreting Text Organization (Students identify and analyze literary genres)	Students identify and analyze the text creator's choice of form, tone, point of view, organizational structure, style, diction, rhetorical techniques (e.g., repetition, parallelism), text features (e.g., alliteration, onomatopoeia, imagery, foreshadowing, suspense), and conventions.	
Associating Meaning	Students use contextual clues to determine the denotative and connotative meaning of words, phrases, and figurative language (e.g., simile, metaphor, hyperbole, personification, irony, symbolism).	
Synthesizing Ideas	Students draw conclusions and make generalizations by integrating information in order to identify the tone, purpose, theme, main idea, or mood of a passage.	