

ELA GRADE 8

CURRICULUM PACKAGE

February 2012

*Creating
Futures*



2012

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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*.

DENE KEDE GRADE 8

Strong Like Two People:

Module Purpose: to motivate student to pursue educational goals which include learning in Dene and non-Dene cultures

| Outcomes | Achievement Indicators – Measurable outcomes |
|---|---|
| <i>It is expected that students will:</i> | <i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i> |
| Major Cultural Understanding: Education in both cultures creates a person who is "Strong Like Two People". | |
| Explain ways that education in both cultures creates a person who is "Strong Like Two People". | <ul style="list-style-type: none"> • Demonstrate understanding of how academic and cultural education creates a person who is Strong Like Two People. <ul style="list-style-type: none"> ○ S/he can operate in and enjoy both cultures. ○ S/he has the trust of both cultures and can help the two to understand each other. ○ S/he will be able to make positive choices from both cultures. |
| Major Cultural Understanding: Being "Strong Like Two People" will provide more opportunities for the student. | |
| Describe how being "Strong Like Two People" will provide more opportunities for the student. | <ul style="list-style-type: none"> • Explain opportunities that might include: <ul style="list-style-type: none"> ○ Occupational choices and higher standards of living ○ Prestige ○ Gain knowledge and therefore influence ○ Ability to help Dene in complex areas of economic and political development ○ Ability to learn and experience the world |
| Major Cultural Understanding: Attitudes for becoming "Strong Like Two People" | |
| Identify attitudes for becoming "Strong Like Two People" | <ul style="list-style-type: none"> • Explain benefit of attitudes such as: <ul style="list-style-type: none"> ○ Setting academic and cultural goals ○ Seeking learning experiences and support |
| Major Cultural Understanding: Strategies for goal setting | |
| Identify various strategies for goal setting | <ul style="list-style-type: none"> • Visualize self in five years as a young adult • Assess personal strengths and weaknesses that will help or hinder in reaching long-term goals • Identify year-end goals • Identify what must be done to reach goals • Identify people to help them reach their goals • Identify shorter-term goals |
| Hunting Camp | |
| Module Purpose: to give students the knowledge and understandings related to a spring or fall hunting camp and to give them the experience of a fall hunting camp. | |
| Major Cultural Understanding: Dene knowledge of the hunting area is important to hunting success and safety. | |
| Explain ways in which Dene knowledge of the hunting area is important to hunting success and safety. | <ul style="list-style-type: none"> • Describe route landmarks and Dene names • Identify geographical features, landmarks and spiritual site in the area • Identify potentially dangerous areas • Explain importance of historical land use information • Identify seasonal uses of area by community |
| Major Cultural Understanding: Dene knowledge of game is important for hunting success. | |
| Describe how Dene knowledge of game is important for hunting success. | <ul style="list-style-type: none"> • Identify small game found at hunting location • Identify small game and caribou habitat, life cycles and habits (Note: Caribou are to be studied only if people in the community hunt them. This can be substituted with any other large game hunted in the fall or spring.) • Describe hunting techniques based on knowledge of game • Identify other resources in the area used by the community |

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Hunting Camp

| Outcomes | Achievement Indicators – Measurable outcomes |
|--|--|
| <i>It is expected that students will:</i> | <i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i> |
| Major Cultural Understanding: Attitudes related to camping and hunting | |
| Explain significance of attitudes related to camping and hunting | <ul style="list-style-type: none"> • Explain importance of showing respect toward others and the land • Ways to learn in unfamiliar situations • Demonstrate taking responsibility and leadership in doing camp chores • Demonstrate following leadership of the hunt leader during the hunt • Demonstrate patience and determination |
| Major Cultural Understanding: Skills related to land travel and camping | |
| Demonstrate skills related to land travel and camping | <ul style="list-style-type: none"> • Demonstrate setting up and maintaining a camp • Demonstrate using a map for travel • Demonstrate computing travel distances using a map • Demonstrate canoe handling • Demonstrate using direction indicators |
| Major Cultural Understanding: Skills related to hunting | |
| Demonstrate skills related to hunting | <ul style="list-style-type: none"> • Illustrate how to predict weather • Demonstrate skills of: tracking, pursuing and shooting game • Demonstrate the making of stretchers or other equipment required for small game |
| Major Cultural Understanding: Skills related to Dene laws | |
| Explain/demonstrate various skills related to Dene laws | <ul style="list-style-type: none"> • Ways of honouring water, land and fire • Illustrate handling game and equipment with respect • Describe reasons for hunting only as much as can be used and using as much of the parts as possible |
| Major Cultural Understanding: Skills related to land and water safety and survival | |
| Explain/demonstrate skills related to land and water safety and survival | <ul style="list-style-type: none"> • Explain ways of making shelter: moss huts with smoke fire, spruce bark • Describe how to make a shelter with pitch and roots and poles, spruce bough shelters • Explain first aid for burns, cuts and broken bones review • Demonstrate and/or describe practice of gun safety • Explain ways of finding direction using stars and wind and sun • Illustrate using ingenuity "when tools are not available • Describe/demonstrate how to make basic repairs to small engines |
| Major Cultural Understanding: Skills related to handling hunting and camping equipment and supplies | |
| Explain/demonstrate skills related to handling hunting and camping equipment and supplies | <ul style="list-style-type: none"> • Explain ways of gathering hunting equipment and basic camping supplies • Explain ways of packing for efficiency |
| Major Cultural Understanding: Skills related to handling game | |
| Explain/demonstrate skills related to handling game | <ul style="list-style-type: none"> • Explain ways of: <ul style="list-style-type: none"> ○ Cleaning and butchering ○ Making caches ○ Smoking meat or making drymeat ○ Cooking meat on a campfire ○ Packing meat |

DENE KEDE GRADE 8

Birchbark Canoes

Module Purpose: to give students an awareness and appreciation of the science and technology behind the Dene birchbark canoes, an understanding of the historical importance of the canoe, and experience with working with land materials in a Dene way

| Outcomes | Achievement Indicators – Measurable outcomes |
|---|---|
| <i>It is expected that students will:</i> | <i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i> |
| Major Cultural Understanding: The birch bark canoe is an example of the sophistication of traditional Dene technology. | |
| Explain ways in which the birch bark canoe is an example of the sophistication of traditional Dene technology. | <ul style="list-style-type: none"> • Describe the scientific and technological principles of structure and materials used for: <ul style="list-style-type: none"> ○ Creating maneuverability and speed for the canoe ○ Creating canoe durability ○ Creating ability of canoe to bear weight ○ The scientific principles involved in: <ul style="list-style-type: none"> ○ Slipstreaming |
| Major Cultural Understanding: Canoes were a very important part of Dene history and culture. | |
| Identify how canoes were a very important part of Dene history and culture. | <ul style="list-style-type: none"> • Provide details regarding how canoes were a part of history and culture of the Dene in the following ways: <ul style="list-style-type: none"> ○ Uses of birch bark vs. Spruce vs. Moose hide canoes by ○ Various tribes and in various seasons ○ Caribou hunting ○ Fishing ○ Muskrat hunting ○ Trading ○ Enabled extensive hunting territory during summer ○ Months <ul style="list-style-type: none"> ○ Into the barrens ○ Down mountains |
| Major Cultural Understanding: Canoe building involved expertise and cooperation. | |
| Explain ways in which canoe building involved expertise and cooperation. | <ul style="list-style-type: none"> • Describe how Birchbark and moose hide canoes were built involving the efforts of many people working cooperatively together. • Explain reasons why learning how to build the canoes required many years of experience with others more knowledgeable and experienced in the making and using of canoes. • Explain ways in which those who were very skilled at building birchbark or moose skin canoes were highly esteemed people because the canoe designs were the result of generations of Dene experimenting and learning from one another. The knowledge passed down from one to another was very complex and invaluable. |
| Major Cultural Understanding: The land was shown respect when taking materials for canoe building. | |
| Describe way that the land was shown respect when taking materials for canoe building. | <ul style="list-style-type: none"> • Explain how bark was taken from trees in such a way that the trees were not killed. • Describe ways that the land was honoured for the resources it gave 10 enable life. |
| Major Cultural Understanding: Skills related to working with wood. | |
| Describe and/or demonstrate skills related to working with wood. | <ul style="list-style-type: none"> • Describe how to: <ul style="list-style-type: none"> ○ Work with spruce wood, spruce root, birchbark, spruce gum and moss ○ Work with wood working tools • Explain ways in which to achieve wood working while in the bush |

DENE KEDE GRADE 8

Birchbark Canoes

| Outcomes | Achievement Indicators – Measurable outcomes |
|---|---|
| <i>It is expected that students will:</i> | <i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i> |
| Major Cultural Understanding: Attitudes related to working with wood. | |
| Explain positive attitudes related to working with wood. | <ul style="list-style-type: none"> • Describe how to demonstrate respecting and learning from resource people or Elders • Explain value of reflecting on personal talents and interests with respect to new experiences • Demonstrate how to show patience and determination while developing one's woodworking skills |
| Leadership | |
| Module Purpose: to give students an understanding of the meaning of Dene leadership, to provide them with stories of Dene leaders and heroes, and to give them a sense of what Dene leadership mean today. | |
| Major Cultural Understanding: A traditional Dene leader was one who enabled others to survive. | |
| Explain how a traditional Dene leader was one who enabled others to survive. | <ul style="list-style-type: none"> • Identify ways in which food and security were provided to those who went with a leader because of the leader's special abilities. |
| Major Cultural Understanding: Traditionally, Dene leaders were spiritual leaders. | |
| Explore and explain how traditionally, Dene leaders were spiritual leaders. | <ul style="list-style-type: none"> • Explain ways in which they lived morally good lives. • Explore and describe how they were prophets with messages to the Dene from the Creator. • Provide details of how they reminded Dene that there was a power greater than them and that they had to be humble in their living. |
| Major Cultural Understanding: Traditional Dene leaders had special abilities and attitudes. | |
| Identify traditional Dene leaders had special abilities and attitudes. | <ul style="list-style-type: none"> • Describe how they led by example rather than by force or persuasion. • Identify how that they were the most capable providers. • Explain ways that they knew the land exceptionally well and were hardworking. • Explore ways that they were often spiritual people possessing medicine powers that they used for the good of the people. • Describe their foresight and planned ahead. • Explain ways in which they demonstrated they were concerned with the welfare of the whole group, rather than simply themselves and their families. • Provide examples of ways they were generous. • Explain how they were humble. They did not brag about their abilities, nor did they abuse their power by imposing their wishes on people. • Describe how they recognized that their leadership was based on the support of others. • Provide examples of how they were often good orators and communicators. |
| Major Cultural Understanding: Traditionally, leaders were identified by Elders and led through consensus. | |
| Explore ways in which traditionally, leaders were identified by Elders and led through consensus. | <ul style="list-style-type: none"> • Explain why people did not compete for leadership nor were there elections. <ul style="list-style-type: none"> ○ Instead, a person became a leader when others chose to follow him or her (traditionally, the leaders were predominantly male) because of his abilities and attitudes. • Describe the impact of there being no law that said that everyone must follow the same leader. Those who did not wish to follow that person were free to go their own way or to make their own decisions. • Explore ways in which elders and the most experienced were influential deciding who should be chosen as leader. Every person did not have equal influence or power in deciding who to follow. |

DENE KEDE GRADE 8

Leadership

| Outcomes | Achievement Indicators – Measurable outcomes |
|---|--|
| <i>It is expected that students will:</i> | <i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i> |
| Major Cultural Understanding: Traditionally, leadership was based on consensus. | |
| Explain how traditionally, leadership was based on consensus. | <ul style="list-style-type: none"> • Describe how all those who depended upon his leadership chose him freely to be their leader. They gave the leader their full support in carrying out any decision that was made for the group. There was little in the way of fighting. Those who felt strongly in opposition to a leader could go their own way. • Explain how those who dissented were free to speak their minds to the leader. A good leader would hear all voices, especially those of the Elders and find a solution that suited everybody's concerns (consensus decision-making). • Describe how once consensus was reached and a decision made, it was expected that all the people in the group would act responsibly and efficiently in carrying out the decision. To do otherwise threatened the safety of the group. |
| Major Cultural Understanding: Traditionally, there were different levels of Dene leadership. | |
| Identify how traditionally, there were different levels of Dene leadership. | <ul style="list-style-type: none"> • Describe and discuss various levels of Dene Leadership, including: <ul style="list-style-type: none"> ○ The band camp - this was the main group of the Dene in traditional times. Most of their time was spent living within this group (see Grade 7 - Module Four). Often the camps were made up of extended families and friends and followers. The leader of this camp was often a male head of the extended family, a person who displayed all the characteristics of a good leader. ○ The tribe – when bands would come together for special annual hunts or celebrations, usually one person was chosen to speak for all of them. This tribal leader would meet with the bandleaders and Elders to make decisions concerning the tribe. ○ The hunting group or family camp - Small hunting groups would sometimes go off from the band camp to hunt and live, especially when food was scarce. These groups were usually made up of family, a father perhaps and one or two grown sons with their wives and children. The father or oldest hunter was the leader while they were away from the band. |
| Major Cultural Understanding: Non-Dene forms of selecting leadership have been introduced to the Dene. | |
| Explain how non-Dene forms of selecting leadership have been introduced to the Dene. | <ul style="list-style-type: none"> • Describe the impact of fur trade on Dene Leadership, those who dealt with the traders in the name of the camp or band became leaders. • Explain how after treaty, elected chief and councilors became official leaders. • Illustrate how/why today, elected mayors and Members of the Legislative Assembly (MLAs) form a part of Dene leadership. |
| Major Cultural Understanding: Dene perspectives on leadership are still valued and practiced. | |
| Describe way in which Dene perspectives on leadership are still valued and practiced. | <ul style="list-style-type: none"> • Provide examples of leaders who are humble and generous and explain why they are preferred. • Identify reasons why leaders are chosen for their skills and abilities in required areas. • Show ways that leaders consult with Elders for guidance. • Explore/discuss ways that support and cooperation are given to chosen leaders. • Show how consensus and negotiation are used in decision-making. • Explore/discuss ways that Dene Elders today use their Dene perspectives and knowledge about the land to help them to make decisions about how the land is to be used. |

DENE KEDE GRADE 8

Leadership

| Outcomes | Achievement Indicators – Measurable outcomes |
|---|---|
| <i>It is expected that students will:</i> | <i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i> |
| Major Cultural Understanding: Attitudes that accompany good leadership. | |
| Explore attitudes that accompany good leadership. | <ul style="list-style-type: none"> • Explain ways in which the following attitudes contribute to good leadership: <ul style="list-style-type: none"> ○ Taking leadership if one has the required abilities and knowledge ○ Acknowledging talents in one another ○ Having input into choosing leadership and supporting it once chosen ○ Being humble, patient and generous ○ Leading by example rather than force |
| Major Cultural Understanding: Skills that accompany good leadership. | |
| Discuss skills that accompany good leadership. | <ul style="list-style-type: none"> • Weigh the value of these various skills on good leadership: <ul style="list-style-type: none"> ○ Communicating needs ○ Listening to concerns and voices of others ○ Consulting with experienced people for guidance ○ Making decisions based on the welfare of the whole rather than selected individuals ○ Recognizing that their position is based on the support of others |
| Discovering Our Dene Talents | |
| Module Purpose: to provide students with the learning attitudes and skills required to further develop their Dene skills | |
| Major Cultural Understanding: Practice is essential for developing the basic Dene Skills. | |
| Explain ways in which practice is essential for developing the basic Dene Skills. | <ul style="list-style-type: none"> • Explore and describe ways that various skills are developed with much practice and constant learning: <ul style="list-style-type: none"> ○ Mental attitude is important in being able to develop skills. ○ Setting personal goals and being determined to accomplish them. ○ Basic skills are often learned by watching and learning from family members. ○ Watching others learn and practice can develop skills. |
| Major Cultural Understanding: Developing one's Dene skills gives focus and meaning to life. | |
| Explore ways in which developing one's Dene skills gives focus and meaning to life. | <ul style="list-style-type: none"> • Describe how the development of Dene skills requires discipline and commitment, which are important to any life endeavour. • Explain ways in which skill development is a lifetime activity. • Describe how sharing and teaching one's skills to others is rewarding. • Identify ways in which one's skills may become one's livelihood. • Explore and describe how developing and sharing Dene skills strengthens the Dene culture. • Identify how one's developed skills may be seen as work done for the Creator. |
| Major Cultural Understanding: Development of Dene skills | |
| Describe the development of Dene skills | <ul style="list-style-type: none"> • Identify impact of developing one's basic Dene skills • Explain ways to explore and experience a wide range of Dene skills |
| Major Cultural Understanding: Attitudes helpful in developing basic Dene skills | |
| Identify attitudes that are helpful in developing basic Dene skills | <ul style="list-style-type: none"> • Identify and justify attitudes that are helpful in developing basic Dene skills, such as: <ul style="list-style-type: none"> ○ Persevering without frustration ○ Taking risks that could lead to error and correction ○ Making the choice to practice with one's personal time ○ Taking opportunities to observe and listen to family and community members as they work on their Dene skills ○ Sharing one's work with others so as to learn from one another |

DENE KEDE GRADE 8

Discovering Our Dene Talents

| Outcomes | Achievement Indicators – Measurable outcomes |
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| <i>It is expected that students will:</i> | <i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i> |
| Major Cultural Understanding: Strategies for developing basic Dene skills | |
| Explore and describe strategies for developing basic Dene skills | <ul style="list-style-type: none"> • Demonstrate the setting small goals for oneself • Explain the value of promising small rewards for oneself as one makes progress • Describe the value of reminding self that perfection only comes with practice • Describe the value of reminding self of the potential value of the Dene skills one is developing • Describe the value of reminding self of cultural pride and pride in work for the creator |

ELA GRADE 8

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 |
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| <i>It is expected that students will:</i> | <i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i> |
| Listen critically and discuss the differences in interpretations and understandings 1.1.1 | <ul style="list-style-type: none"> • Describes own observations and interpretations, including prior knowledge • Reflects on own observations and interpretations • Listens respectfully and seeks others' points of view • Uses others' ideas, perspectives, responses to develop personal thinking and apply understanding in a variety of situations • Talks about similarities and differences between own and others' observations, ideas, and interpretations • Uses others' ideas, perspectives, and responses, to develop personal thinking and applying understandings in a variety of situations • Discusses the differences in personal interpretations and understandings with those of others • Begins to integrate others' ideas, perspectives, and responses to develop personal understandings |
| Pursue personal interest in specific genres by particular writers, artists, storytellers, film makers; seeking recommendations from others 1.1.2 | <ul style="list-style-type: none"> • Chooses appropriate texts independently and/or following recommendation • Explains personal preferences for specific genres, works, authors/ artists, using examples • Highlights craft and artistry of preferred genres, works, and/or authors/artists, using examples |
| Describe, assess, and monitor personal language goals to enhance language learning and use 1.1.3 | <ul style="list-style-type: none"> • Considers examples of, and participates in discussions about, the purposeful & effective use of language • Collaboratively develops and revises criteria to assess language use • Uses strengths and challenges to set and monitor goals to improve language use |
| Reflect on prior knowledge and experiences, and structure and restructure ideas and information in meaningful ways, in order to clarify, extend and revise conclusions and understandings 1.2.1 | <ul style="list-style-type: none"> • Revises understandings and/or conclusions based on new information • Chooses and/or adapts and applies methods of organizing ideas and information that synthesize ideas from various sources • Extends questions and answers to clarify, connect and reflect on others' ideas, information, and experiences |
| Summarize, explain, and represent personal viewpoints in clear and purposeful ways 1.2.2 | <ul style="list-style-type: none"> • Summarizes/explains own viewpoints with a specific audience in mind • Uses purposefully-chosen 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 | <ul style="list-style-type: none"> • Explains how new ideas and information (resulting from connections between prior knowledge, texts & experiences) are integrated into personal understandings • Uses questioning and paraphrasing in discussions to understand connections others have identified • Explains how connections developed from text exploration lead to new understandings |
| Select and/or adapt and use appropriate comprehension strategies to construct, revise and explain understanding of texts 2.1.2 <i>*using texts with a suitable complexity of content and style</i> | <ul style="list-style-type: none"> • Reflects upon and explains own reading behaviours • Selects, adapts and uses thinking and/or comprehension strategies to construct and confirm understanding • Monitors understanding of texts • Explains revised understanding of text based on new information • Sets a purpose for listening, viewing or reading to anticipate meaning |

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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 |
|--|---|
| <i>It is expected that students will:</i> | <i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i> |
| Use textual cues to construct and confirm meaning within and across texts 2.1.3 | <ul style="list-style-type: none"> • Uses textual cues to anticipate, construct, and confirm meaning from narrative text (add: theme, perspectives) • Uses textual cues to anticipate, construct, and confirm meaning from expository text • Uses textual cues to anticipate, construct, and confirm meaning from poetic text |
| Explain how vocabulary, language structure and context help readers construct meaning of texts 2.1.4 | <ul style="list-style-type: none"> • Selects, adapts and uses a variety of strategies to construct and confirm meanings of both known and unfamiliar words • Describes and explains how text structures, punctuation, and word order relate to the meaning of the text • Explains personal interpretations of author’s or creator’s purpose, audience, and choice of structure or form |
| Explore a variety of oral, print, and media texts 2.2.1 | <ul style="list-style-type: none"> • 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 explains preferences for particular texts (Required GR8: novels, short stories, scripts, critiques, memoirs) |
| Respond to texts creatively and critically 2.2.2 | <ul style="list-style-type: none"> • Explains 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 and compare ideas, points of view, and bias, in and across texts 2.2.3 | <ul style="list-style-type: none"> • Compares how groups of people are portrayed in and across texts • Compares bias and stereotypes in and across text • Compares portrayals of various characters, communities and/or cultures in and across texts • Compares how personal understanding of cultures , communities are influenced by different texts • Compares how similar ideas and themes are explored in texts from various cultures and communities |
| Examine the relationship between genres/forms and audience/purpose 2.3.1 | <ul style="list-style-type: none"> • Identifies how genre or form of texts are related to audience and purpose • Compares strengths and limits of various forms and genres • Discusses literature in reference to sub-genres |
| Compare how techniques and elements are used in texts 2.3.2 | <ul style="list-style-type: none"> • Compares elements within and across narrative, expository, and poetic texts (add: subtext, motive, antagonist, protagonist) • Compares techniques used to support narrative, expository, and poetic texts (add: prologues, epilogues, camera shots) |

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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 |
|--|---|
| <i>It is expected that students will:</i> | <i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i> |
| Compare effects of descriptive and figurative language and stylistic techniques within and across a variety of texts 2.3.3 | <ul style="list-style-type: none"> • Compares effects of word choice and stylistic techniques within and across texts • Compares how authors express voice in oral, print, and other media texts • Compares connotation and denotation of language choices using contextual evidence |

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 | <ul style="list-style-type: none"> • 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 an inquiry or research topic • Uses categories, gaps in knowledge, and questions to plan next steps for inquiry or research topic |
| Develop broad and specific questions to establish a purpose for seeking information on a topic in own and group inquiry 3.1.2 | <ul style="list-style-type: none"> • Develops broad and specific open-ended questions on an inquiry topic • Generates broad and specific relevant questions to deepen and extend thinking throughout the inquiry process |
| Create, and/or adapt and reflect on a plan to collect, record and synthesize information in own and group inquiry 3.1.3 | <ul style="list-style-type: none"> • Identifies purpose and audience for an inquiry • Chooses and/or adapts and reflects on use of strategies for collecting and recording information • Chooses and/or adapts strategies and formats for organizing, synthesizing, and sharing inquiry info • Creates a plan to meet a specified time frame for inquiry • Reflects on the plan during and at end of inquiry |
| Identify relevant primary and secondary sources to answer inquiry or research questions 3.2.1 | <ul style="list-style-type: none"> • Identifies primary and secondary sources of information relevant to inquiry topic |
| Develop and use criteria to evaluate usefulness and reliability of, and perspectives within, sources 3.2.2 | <ul style="list-style-type: none"> • Matches source(s) to the focus and/or purpose of inquiry using criteria developed by/with students • Determines usefulness of source(s) using specific criteria developed by/with students • Determines reliability of and perspectives in source(s) using specific criteria built by/with students |
| Use text features and references tools to identify relevant information 3.2.3 | <ul style="list-style-type: none"> • Uses a variety of text features, including audio and visual cues, to locate information • Uses the library's organizational system to locate relevant information • Uses the computer to locate and access information • Accesses information from reference materials |
| Select and use strategies to understand and relate information in texts 3.2.4 | <ul style="list-style-type: none"> • Select and uses prior knowledge connections, predictions, and inferences to make sense of and relate information within and across text • Selects and 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 8

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 |
|--|---|
| <i>It is expected that students will:</i> | <i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i> |
| Organize ideas and information using headings 3.3.1 | <ul style="list-style-type: none"> • Explains choice of strategies and graphic organizers to format and organize information |
| Record key ideas and details; cite sources appropriately 3.3.2 | <ul style="list-style-type: none"> • Explains method of recording ideas and information from one or more sources using categories with headings • Cites sources of information using established criteria |
| Explain relevance, importance, perspectives, and gaps in information within and across sources 3.3.3 | <ul style="list-style-type: none"> • Explains use of information in terms of relevance to inquiry, importance of information, and currency • Identifies and explains gaps in information • Identifies and compares perspectives within and across texts |
| Incorporate new information with prior knowledge and adjust inquiry to reflect changing perspectives 3.3.4 | <ul style="list-style-type: none"> • Describes how new information impacts prior knowledge of and perspectives on 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 | <ul style="list-style-type: none"> • Identifies and compares possible ideas from a variety of sources using a variety of strategies • Explains choice of focus from ideas • Synthesizes ideas to develop a topic |
| Use appropriate form and genre to organize ideas and information for a particular audience and purpose 4.1.2 | <ul style="list-style-type: none"> • Explains choice of form(s) and genre(s) when preparing to create texts • Relates decisions about form and organizational structure to audience and purpose when preparing to create text • Explains choice of organizational structures needed to create texts • Adapts ideas and information, form, and text structures for purpose and audience when preparing to create a text |
| Demonstrate understanding of elements of texts when creating oral, print, and other media texts 4.1.3 | <ul style="list-style-type: none"> • Creates original narrative texts, applying familiar narrative forms • Applies understanding of elements of narrative texts when creating texts • Creates original expository texts, applying familiar expository forms • Applies understanding of elements of expository texts when creating texts • Creates original poetic texts, applying familiar poetic forms • Applies understanding of elements of poetic texts when creating • Creates texts using a computer |
| Reference criteria during conversations about own and others' texts and representations 4.2.1 <i>*The criteria to guide the focussed conversations is based on Techniques, Elements and/or Content(Distinction between grades is depth of focussed conversations)</i> | <ul style="list-style-type: none"> • Participates in development and revision of criteria for a variety of texts and representations • References criteria when suggesting revisions for own and others' draft texts and representations • References criteria when requesting feedback for draft texts/representations |

ELA GRADE 8

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 |
|--|--|
| <i>It is expected that students will:</i> | <i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i> |
| Revise ideas and organizational structures to meet criteria 4.2.2 | <ul style="list-style-type: none"> • Uses criteria to select specific aspects of text to revise based on own /others' feedback and criteria • Explains effect of revisions • Compares revised text to criteria and repeats a personal revision process as needed |
| Develop fluency and proficiency with keyboarding and word processing 4.2.3 | <ul style="list-style-type: none"> • Develops proficiency with keyboarding and word processing when composing, revising, formatting, and publishing texts • 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 | <ul style="list-style-type: none"> • Choose/uses descriptive and figurative language to develop ideas and create effects • Chooses and uses vocabulary to develop ideas and create desired effects, sometimes taking risks with new words • Uses a variety of sentence lengths and structures to develop ideas and create effects • Uses a voice that is individual, expressive, and engaging with an awareness of and respect for the audience and intended purpose |
| Use an editing process to enhance communication 4.3.1 | <ul style="list-style-type: none"> • Uses an editing process, with guidance, to identify grammar and usage problems that impact meaning (add: appropriate tone, eliminate misplaced modifiers) • Discusses the function of the parts of speech in a sentence |
| Apply spelling conventions to texts using a variety of strategies and resources 4.3.2 | <ul style="list-style-type: none"> • Spells most words conventionally so that errors do not interfere with communication • Uses a variety of strategies and resources 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 | <ul style="list-style-type: none"> • 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 • Edits for punctuation and capitalization with computer |
| Present and/or publish texts (oral, print, and media) 4.4.1 | <ul style="list-style-type: none"> • Uses a variety of techniques to engage audience and present texts effectively • Experiments with media to enhance presentations • Evaluates the effectiveness of presentation of texts on audience |

ELA GRADE 8

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 |
|---|---|
| <i>It is expected that students will:</i> | <i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i> |
| Make decisions collaboratively to modify or create group processes for specific purposes, in order to work in a variety of partnerships and groups 5.1.1 | <ul style="list-style-type: none"> • Modifies or creates group processes when collaborating with peers to accomplish a specific task (add: advocate points of view that recognize the ideas of others to advance the thinking of the group, use opportunities as a group member to contribute to group goals and to extend own learning) • Discusses, creates and selects appropriate roles for small/whole group task(s) |
| Adjust listening, viewing, speaking behaviours according to the situation 5.1.2 | <ul style="list-style-type: none"> • Speaks, listens, views respectfully & critically (add: ask probing or challenging questions, explain responses and opinions in detail) • Adjusts language to fit context (audience, purpose & situation) & explains choices • Discusses and explores features of language in a variety of school and community contexts |
| Evaluate the quality of own contributions to group processes and set goals and plans for development 5.1.3 <i>the distinction between grade levels is in the sophistication of assessment tools and strategies that guide the reflections</i> | <ul style="list-style-type: none"> • Participates in the development of criteria to evaluate group processes • Assesses the effectiveness of the group process using set criteria • Reflects on personal behaviours and learning style • Reflects on personal behaviours that contribute to group success to set personal goals • Applies peer and/or group feedback about group process and personal actions in the group |
| Compare personal reactions to and ways of thinking about a variety of experiences and texts with those of others 5.2.1 | <ul style="list-style-type: none"> • Recognizes and appreciates differing perspectives of common experiences • Summarizes and compares own and or others' responses • Offers feedback on ways others communicate ideas |
| Identify and describe social issues related to diversity 5.2.2 | <ul style="list-style-type: none"> • Shows respect of others' talents, strengths, interests, feelings and ideas to strengthen the community • Expresses and explores own identity through talents, strengths, interests, feelings and ideas • Discusses issues of diversity beyond the local community, including unethical positions and bias • Identifies some perspectives on diversity that may be missing or not represented |
| Select and use context-appropriate language and form to participate in public events or traditions 5.2.3 | <ul style="list-style-type: none"> • Explains how context influences the selection of suitable language and form to honour and celebrate others in public events or traditions • Explains selection and use of language and form in plans to celebrate others, special events or accomplishments • Recognizes the value of own and others' 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 GRADE 9

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) | <p>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.</p> |
| 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. | |