

South Slave Divisional Education Council

ELA GRADE 9

CURRICULUM PACKAGE

February 2012



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 9

Passage to Manhood

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: In the past, puberty for boys signified an important change.	
Discuss and understand that in the past, puberty for boys signified an important change.	<ul style="list-style-type: none"> • Puberty was marked with a change in the voice of a boy. • In times past, the Dene believed that young boys and girls gained spiritual power, as they became adolescents. • Passage into puberty began a period of intense training for young boys, in preparation for manhood.
Major Cultural Understanding: After puberty, boys began an intensive training for manhood.	
Describe ways after puberty, that boys began training for manhood.	<ul style="list-style-type: none"> • Training began when boys were very young but during adolescence it became very intensive and the expectations grew considerably. • The boys began to accompany the adult men on hunts. With the "first kill" of a young man Elders would tear at his clothing to celebrate the emergence of a provider and to remind him that there were those with whom he should share his catch. If the first kill was a large one, the whole community celebrated and the meat would be distributed to the Elders. • They learned to make and repair tools, they learned about time, direction and weather as it related to travelling. • They learned how to work with a leader in large hunts, cooperating to ensure success. • They were made to go off on hunting trips alone as a test of their knowledge and skills and mental stamina and courage. • When the young man proved capable and self-sufficient on the land, he was recognized as a man and allowed to marry
Major Cultural Understanding: Some tribes trained their boys in a separate camp during their passage.	
Describe and record how some tribes trained their boys in camps during their passage.	<ul style="list-style-type: none"> • The boys were put through a period of training away from others. • They were given rigorous challenges such as sleeping by sitting upright, or working without a break right after waking. • These challenges were meant to condition their bodies and to develop mental stamina.
Major Cultural Understanding: Some tribes engaged their young men in dream quests.	
Discuss what a Dream Quest might have been like for a young man	<ul style="list-style-type: none"> • Stories of dream quests were told to the young people from the time they were young so that they could look forward to the time that they would begin their own quests. • Even today, puberty signifies an important change in boys. • Dream quests were sacred spiritual experiences where the young men would receive dreams or visions, which communicated their medicine powers • Young men were encouraged to stay in the bush, away from others in order to enable dreams. • There were times that dreams did not come at all to boys, and other times when boys became old men before the dreams would come to them. There were powers, which existed only in the people who showed courage and concern
Major Cultural Understanding: As in the past, boys today can use the time of their passage to prepare themselves for manhood	
Discuss ways in which young man prepare today for manhood and record responses	<ul style="list-style-type: none"> • By knowing that the changes in their bodies signify the ability to father a child • By recognizing the spiritual possibilities within themselves and treating themselves with respect • By accepting and seeking the guidance of Elders and other men

DENE KEDE GRADE 9

Passage to Manhood

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 self development as a man	
Describe the most effective ways for men to develop to be active members of their families and communities	<ul style="list-style-type: none"> • Willingness to learn from the words of Elders • Willingness to reflect on one's decisions and behaviors • Willingness to accept and begin learning the roles and responsibilities of men in their families and their community
Major Cultural Understanding: Skills related to self development as a man	
Identify what skills would be important for a young man to know as he moved into adulthood	<ul style="list-style-type: none"> • Recognizing changes in one's body and the implications of these Caring for one's body • Personal goal setting • Seeking Elders for guidance • Seeking opportunities to learn the skills required for manhood
Major Cultural Understanding: Skills related to being a man in one's family and community	
Distinguish what it means to be a member of your current family; what does it mean to be a member of your community	<ul style="list-style-type: none"> • As determined by family and community
Spirit of the Land	
Major Cultural Understanding: Dene spirituality is attached to the land.	
Cite and write stories about your Dene Spirituality	<ul style="list-style-type: none"> • Dene oral stories tell about when the world was new. • The Creator made the land and the animals first and then made the people. • The Creator gave medicine powers to all people who lived good lives to use to help others to survive. These medicine powers were spirit powers from nature. • Spiritual brothers were sent to the earth to bring laws to the land and to people. These laws were meant to help the Dene so that we could live with the animal creatures and with each other more peacefully. • Messages have been left in the form of landmarks throughout our land to remind us of the sacredness of the land and the Dene laws which are to guide our lives.
Major Cultural Understanding: Dene prophets have seen the past and the future and have relayed messages about how to deal with the changes that are happening to the Dene.	
List examples of the ways in which the Dene prophets have seen the past and the future and have relayed messages about how to deal with the changes that are happening to the Dene. Describe how this knowledge is important in today's changing society	<ul style="list-style-type: none"> • The prophets are people who have received messages for the Dene people from the Creator. • The prophets have communicated that changes will put great pressures upon Dene. • Dene prophets have seen the past and the future and have relayed messages about how to deal with the changes that are happening to the Dene
Major Cultural Understanding: When missions and churches first arrived they tried to discourage the practice of Dene spirituality.	
Recall ways in which the missions and churches tried to discourage the practice of Dene spirituality.	<ul style="list-style-type: none"> • Each community has its own stories of how their Dene spirituality was discouraged. • Despite the pressures to abandon Dene spirituality, many of the beliefs have persisted and are accepted into many churches.
Major Cultural Understanding: Today, Dene people continue their spiritual ties to the land.	
Give examples of how the Dene people continue their spiritual ties to the land.	<ul style="list-style-type: none"> • Belief that without the land, life is not possible. • Belief that the land must be honoured and protected to ensure that it continues to sustain the people. • Belief that in honouring the land, the Creator is being honoured. • Belief in the ways of respect for the land: • Belief that medicine powers have diminished but exist in the form of talents among people.

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Spirit of the Land

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>
(Continued)	<ul style="list-style-type: none"> • Belief that the Elders still living who have led spiritual lives have the most to teach about the spirit of the land. • Much of the spiritual knowledge of the Dene is passed from mentor to specially chosen students.
Major Cultural Understanding: Skills related to recognizing the spirit of the land	
Identify skills you will need to recognize the spirit of the land	<ul style="list-style-type: none"> • Honouring the spirit of the land in Dene ways • Seeking Elders for teachings and guidance
Major Cultural Understanding: Attitudes related to recognizing the spirit of the land	
Identify attitudes you will need to relate to the spirit of the land	<ul style="list-style-type: none"> • Willingness to reflect on one's feelings about the land • Willingness to show respect to the spirit of the land • Willingness to learn about the spirit of the land
Developing out Talents	
Major Cultural Understanding: People are born with talents and these are sacred.	
Give examples of how people are born with special talents in your community	<ul style="list-style-type: none"> • Talents are gifts that come to individuals from the Creator. • Everyone is born with a talent but it must be discovered and developed. • A person's talents can be discovered when the person is very young.
Major Cultural Understanding: A person's talent must be discovered.	
Discuss ways students can identify personal talents and talents of those around them	<ul style="list-style-type: none"> • Things come easily to those with talent. • People in one's family may know the talents of the family members. • Elders are often able to see talents in the young. If the young are able to take the advice of Elders, they can discover the talents in themselves. • In the past young people were advised by Elders in their dream quests as they searched for their spiritual powers. • Elders with finely developed talents and wisdom were mentors for the young who showed talents in their areas
Major Cultural Understanding: An Individual should share their talent.	
Identify why and ways that people in your community should share their talents.	<ul style="list-style-type: none"> • Special talents and abilities are provided to individuals by the Creator in order for them to be shared. • Talents were meant by the Creator to help people survive and to live a better life. • Talents that are not shared are left unused (can't be shy or lazy). You receive back what you give away or share in the way of talents. • Individuals should not use talents for self-gain. One should not expect payment for the sharing of a talent. • Gifts should be offered in exchange for the sharing of talent in order to enable the person to maintain his or her talent.
Major Cultural Understanding: A person with talent is humble.	
Discuss why it is important that a person with talent remain humble.	<ul style="list-style-type: none"> • A person with talent must not boast of it or ridicule others who do not have it. • A person with talent does not speak of his talent. It is left to others to recognize and speak of the talent.
Major Cultural Understanding: Dene talents come in many forms.	
Discuss and identify the people in your community with talents.	<ul style="list-style-type: none"> • Some talents are closer to the Creator than other talents. • The Dene believe that certain activities are more spiritual in nature than others and when people have talents in these activities they are gifted with medicine powers and are considered very important people to the culture. Examples are midwifery, drumming and dancing. • Talents today come in other forms that are useful to our lives: talents such as being a good truck driver, being a good teacher or being a good mechanic.

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Spirit of the Land

Outcomes	Achievement Indicators – Measurable outcomes
It is expected that students will:	<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>
(Continued)	<ul style="list-style-type: none"> • Some people are gifted with many talents. These people are encouraged to search for the one talent that they feel comfortable or easy with - that will be the one that was meant for them
Major Cultural Understanding: Attitudes related to the development of one's talent	
Identify ways in which you can develop and strengthen your own talents and share those talents with those around you	<ul style="list-style-type: none"> • Reflect on work habits relating to one's talent • Try new experiences and take opportunities to learn • Continually learn and develop skills to honour the talent • Spend time in the company of elders who can help in assessing one's strengths • Remain humble • Share one's talents with others • Seek an elder(s) for mentorship in the area of one's talent.
Major Cultural Understanding: Development of Dene Skills	
Continue personal development of Dene skills	<ul style="list-style-type: none"> • Developing Dene skills at increasing levels of complexity • Increasing individualization and creativity in work
Winter Camp	
Major Cultural Understanding: Dene knowledge about winter weather and land conditions is important to successful and safe winter land use.	
Describe the winter weather and land conditions and identify why it is important to understand conditions	<ul style="list-style-type: none"> • Use various weather indicators <ul style="list-style-type: none"> ○ Ice conditions, behaviors on lakes and rivers and ○ Implications for land use ○ Wind conditions and implications for land use ○ Snow variations and implications for land use ○ Temperature and implications for land use
Major Cultural Understanding: Dene knowledge of the winter hunting/fishing/ trapping area is important to successful and safe winter land use.	
Identify what knowledge about winter weather and land conditions is important to successful and safe winter land use.	<ul style="list-style-type: none"> • Locate trap line locations on a map • Locate geographical features, landmarks and spiritual sites <ul style="list-style-type: none"> ○ Potentially dangerous areas in winter ○ Historical land use information ○ Use of area in other seasons ○ Other resources in the area accessed by the Dene
Major Cultural Understanding: Dene knowledge about fur bearing animals is important for successful winter trapping.	
Identify what Dene knowledge about fur bearing animals is important for successful winter trapping.	<ul style="list-style-type: none"> • Fur bearing animals found in area • Life cycles, habitat and habits of fur bearing animals • Where and how best to set traps based on knowledge of their habits
Self Government	
Major Cultural Understanding: In contrast to the accepted Canadian perspective of political change in the Northwest Territories, the Dene have their own perspective which is the basis for their struggle for Self Government	
Compare and contrast the Canadian perspective of political change in the Northwest Territories, Identify the Dene perspective which is the basis for their struggle for Self Government	<ul style="list-style-type: none"> • The northern territory is considered hinterland: remote lands owned primarily for the purpose of exploiting of its resources. • The aboriginal people are considered just one of many ethnic groups making up the mosaic that is Canada. Settlers who have moved to the North have as much right to the land and how it is controlled as the First Nations people. • Treaties in the past were acknowledgments on the part of the Dene that they were extinguishing their aboriginal or First People's rights. • The Canadian constitution can only recognize and give powers to provinces. • To encourage political growth, the NWT is being prepared for provincial status.

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Self Government

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 Dene has a tradition-based model of self-government.	
Identify and describe the Dene tradition-based model of self-government.	<ul style="list-style-type: none"> • Unity and cooperation within the group is valued. <ul style="list-style-type: none"> ○ Consensus style decision making: ○ Participants who spoke were only those who had earned the right to speak. Young people were seldom involved in decision making group. ○ When one spoke, one's words carried weight because one had earned the right to speak. The leader would take into consideration everything said and would suggest solutions or courses of action based on agreement of the whole group. ○ Once courses of action were agreed upon, there was no continuing disagreement or subversive activity. ○ Once the course of action was agreed upon, absolute adherence was expected. ○ Elders have the life experience and wisdom to know what is important in a leader. ○ Leadership requires support. ○ Leader had helpers to administer his leadership ○ The purpose of leadership and government was to ensure the survival of the group.
Major Cultural Understanding: The Dene are seeking Self Government as a way to control aspects of their lives that are most closely related to their survival as a people.	
Give examples of how the Dene are seeking Self Government as a way to control aspects of their lives that are most closely related to their survival as a people.	<ul style="list-style-type: none"> • By seeking political rights based on their status as a "nation" • By seeking a style of the political leadership based on Elder's council and consensus • By seeking to control the management and monitoring of land and water use: • By seeking to control economic development: • By seeking to control the social institutions:
Major Cultural Understanding: Successful Self Government will require Dene awareness and participation.	
Describe why it is important that Self Government requires Dene awareness and participation.	<ul style="list-style-type: none"> • Individual awareness of all the issues that have bearing on Dene lives • Active participation in discussions of issues and in decision-making
Major Cultural Understanding: Attitudes related to understanding Dene self-government.	
Identify what attitudes are important to relate to understanding Dene self-government.	<ul style="list-style-type: none"> • Willingness to learn from the Dene their perspective on self-government
Major Cultural Understanding: Attitudes related to visualizing oneself in the future.	
Describe what attitudes are important for Dene to relate to visualizing oneself in the future	<ul style="list-style-type: none"> • Willingness to reflect on one's future and set goals for participation in Dene Self-Government

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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
<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 integrate others' interpretations and understandings to develop personal understanding 1.1.1	<ul style="list-style-type: none"> • Describes, compares and questions own observations and interpretations, including prior knowledge • Reflects on own observations and interpretations • Listens respectfully and seek others' point of view • Talks about relationships between own and other's observations and interpretations considering logic and multiple views • Uses others' ideas, perspectives, and responses to develop personal thinking and apply understanding • Integrates others' ideas, perspectives and responses to develop personal understanding • Begins to revise personal understandings and/or conclusions based on new information and supporting evidence
Compare preferences for texts and genres, by particular writers, artists, storytellers, and film makers through discussions with peers 1.1.2	<ul style="list-style-type: none"> • Choose appropriate texts independently and/or following recommendation • Make and explain connections between own and others' personal preferences • Compare craft and artistry of own and others' preferred genres, works, and/or authors, artists, using examples
Describe, assess, monitor, and reflect on attainment of personal goals 1.1.3	<ul style="list-style-type: none"> • Consider examples of, and participate in discussions about the purposeful and effective use of language • Collaboratively develop criteria to assess language use • Use strengths and challenges to set, monitor and reflect on the attainment of goals to improve language use
Structure and restructure ideas and information to extend current understandings, reflect on new understanding, identify knowledge gaps, and broaden perspective of the world 1.2.1	<ul style="list-style-type: none"> • Revise understandings and/or conclusions based on new info and perspectives • Choose, adapt and/or create and apply methods of organizing ideas and information that synthesize ideas from various sources • Extend questions and answers to clarify and connect and reflect on others' ideas, information and experiences
Review and refine personal viewpoints through reflection, feedback and self assessment 1.2.2	<ul style="list-style-type: none"> • Summarize and explain own viewpoints for the purpose of receiving feedback from a specific audience • Use purposefully chosen feature of oral language, visuals, and/or other media to present own views and refine ideas based on reflection and feedback
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, explain and evaluate connections between previous experiences, prior knowledge and texts 2.1.1	<ul style="list-style-type: none"> • Explain how new ideas and information (resulting from connections between prior knowledge, texts and experiences) are integrated into own understandings • Use questions and paraphrasing in discussions to understand and evaluate connections others have identified • Compare how different connections developed from text exploration lead to different awareness
Create and/or adapt and use appropriate comprehension strategies to construct, revise and explain understanding of texts 2.1.2 <i>*using texts with an appropriate complexity of content and sophistication of style</i>	<ul style="list-style-type: none"> • Reflects upon and explains own reading behaviours • Selects, adapts and uses thinking/comprehension strategies to construct and confirm understanding • Monitors understanding of texts • Explains revised understandings of text based on new information • Begins to set 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 (organizational features and structure) to anticipate, construct, and confirm meaning within and across narrative texts • Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning within and across expository texts (add: abstract or summary) • Uses textual cues (organizational features and structure) to anticipate, construct, and confirm meaning within and across poetic texts
Explain how vocabulary, language structure and context help readers construct meaning of a text 2.1.4	<ul style="list-style-type: none"> • Selects, adapts, and explains strategies used to construct and confirm meanings of both known and unfamiliar words • Evaluates the impact of text structures, punctuation, and word order on the purpose and meaning of text • Explains and evaluates 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 (GR9 Required: satire, essays, government documents/ publications, reports, free verse, biopoem)
Respond to texts creatively and critically 2.2.2 * The distinction between grade levels is the depth of the response.	<ul style="list-style-type: none"> • Explains and supports 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
Compare and critique ideas, points of view, and bias, in and across texts 2.2.3	<ul style="list-style-type: none"> • Critiques how groups of people are portrayed in and across texts • Critiques bias and stereotypes in and across texts • Critiques portrayals of various characters, communities and/or cultures in and across texts • Evaluates how own and others’ understanding of cultures and communities may be influenced by different texts • Evaluates how similar ideas and themes are explored in texts from various cultures and communities
Evaluate the relationship between genres/forms and audience/purpose 2.3.1	<ul style="list-style-type: none"> • Evaluates effects of genre or form of texts on audience and purpose • Evaluates strengths and limits of texts based on forms and genres • Discusses literature in reference to sub-genres

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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>
Evaluate how techniques and elements are used in texts 2.3.2	<ul style="list-style-type: none"> • Evaluates the use of elements within and across narrative, expository, and poetic texts (add: allusion, irony) • Evaluates the use of techniques used to support narrative, expository, and poetic text (add: camera movements, scene transitions)
Evaluate effects of descriptive and figurative language and stylistic techniques within and across texts 2.3.3	<ul style="list-style-type: none"> • Evaluates effectiveness of word choice and stylistic techniques within and across texts • Critiques the effectiveness of ways authors express voice in oral, print, and other media texts • Critiques effectiveness of ambiguous and/or precise 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 • Uses categories, gaps in knowledge and questions to plan next steps for a topic of inquiry or research
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
Create, and/or adapt and evaluate a plan to collect, record and synthesize information in own and group inquiry 3.1.3	<ul style="list-style-type: none"> • Identifies a purpose and audience for an inquiry • Chooses, adapts, evaluates use of strategies for collecting and recording info • 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 inquiry evaluates the plan and at end of inquiry
Identify relevant primary and secondary sources of information 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, reliability of, and perspectives and biases 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 with peers • Determines reliability of and perspectives and biases within source(s) using specific criteria developed with peers • Determines reliability of sources using specific criteria developed with peers
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

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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>
Select and monitor use of strategies to understand and relate information in texts 3.2.4	<ul style="list-style-type: none"> • Monitors selection of use of prior knowledge connections, predictions, and inferences to make sense of and relate information within and across text • Monitors selections and use of 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
Organize information and ideas using a variety of strategies and techniques 3.3.1	<ul style="list-style-type: none"> • Chooses and evaluates use of strategies and graphic organizers to and format to organize information
Record key ideas and details; cite sources appropriately 3.3.2	<ul style="list-style-type: none"> • Chooses and evaluates method of recording ideas and information from one or more sources using categories with headings • Cites sources of information using established criteria
Explain and compare relevance, importance, perspectives, bias of, and gaps in information within and across sources 3.3.3	<ul style="list-style-type: none"> • Explains and compares use of information in terms of relevance to inquiry, importance of information, and currency • Identifies and explains gaps in information within and across texts
Reflect on new understandings, explain applications to self and society, and adapt inquiry focus and approaches 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 and reflect on new insights 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"> • Compares and evaluates possible ideas from a variety of sources using a variety of strategies • Explains choice of focus among 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"> • Evaluates choice of form(s) and genre(s) when preparing to create texts • Evaluates decisions about form and organizational structure with audience and purpose in mind, when preparing to create texts • Evaluates choice of organizational structures needed to create texts • Adapts ideas and information, form, organizational structure, purpose and audience when preparing to create a variety of texts
Demonstrate understanding of elements of texts when creating oral, print, and other media texts 4.1.3 <i>*The writer creates forms that are not parallel to those read</i>	<ul style="list-style-type: none"> • Creates original narrative texts applying familiar narrative forms • Applies understanding of elements of narrative texts when creating texts (add: theme) • Creates original narrative texts applying familiar expository forms • Applies understanding of elements of expository texts when creating texts (add: point of view) • Creates original narrative texts applying familiar poetic forms • Applies understanding of elements of poetic texts when creating texts (add: personification, imagery) • Creates texts using a computer

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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>
Reference and reflect on 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 and elaborates on criteria when suggesting revisions for own and others' draft texts and representations • References criteria when suggesting revisions for own and others' draft texts and representations
Revise ideas and organizational structures to meet criteria 4.2.2	<ul style="list-style-type: none"> • Prioritizes selection of aspects of text to revise based on own and others' feedback and criteria • Evaluates 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 a growing 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"> • Explains choice of descriptive and figurative language used to develop ideas and create effects • Explains choice of vocabulary used to develop ideas and create desired effect, sometimes taking risks with new words • Explains use of 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: check for parallel structure, use of transitions, clarity) • Discusses the function of each part of speech as it impacts meaning within a sentence
Apply spelling conventions to texts; participate in an editing process 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

ELA GRADE 9

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>
Use an editing process to check for punctuation and capitalization 4.3.3 <i>*language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets</i>	<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 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
GO #5 Students will listen, speak, read, write, view and represent to celebrate and build community within the home, school, workplace and wider society.	
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: advocating points of view that recognize others' ideas to advance the thinking of the group; using opportunities as a group member to contribute to group goals/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 and critically (add: asking probing or challenging questions; explaining responses and opinions in detail) • Adjusts language to fit context (audience, purpose and situation) and explains choices • Discusses, compares and experiments with language features in variety of school and community contexts
Establish and use criteria to evaluate group processes and personal contributions, and propose suggestions 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 assess group processes • Assesses the effectiveness of the group process using 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 and personal actions in the group
Recognize that differing perspectives and unique reactions enrich understanding 5.2.1	<ul style="list-style-type: none"> • Recognizes and appreciates differing perspectives of common experiences and identifies missing perspectives • Summarizes, compares, and synthesizes own and others responses • Appreciates the richness of and offers feedback on the ways others communicate ideas
Identify and describe social issues related to diversity and recognize that some perspectives may be missing 5.2.2	<ul style="list-style-type: none"> • Shows respect for 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 in society; recognizes a range of perspectives including some that may be missing • Suggests and/or explores global human rights issues as they relate to diversity
Select and use context-appropriate language and form to plan and participate in celebrations 5.2.3	<ul style="list-style-type: none"> • Explains how context influences the selection of appropriate language and form in plans to honour and celebrate others • 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

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

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.	