

Good Spirit School Division

English Language Arts B38

January 2016

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Alternative Education Rationale

Good Spirit School Division believes in “Learning Without Limits” and “Achievement For All.” This philosophy applies to the education of all students. In an effort to create an educational program in which each and every student can learn and succeed, Good Spirit has developed an Alternative Education Program for high school students that provides specific supports tailored to individual student needs.

The Alternative Education Program in Good Spirit is designed for students who are unable to meet the learning objectives of the Secondary Level Regular Education Program, even after the Adaptive Dimension has been applied extensively. When students are unable to meet the learning objectives of the Regular Education Program, it is imperative for school personnel to determine why. The decision to move a student from a Regular Education Program to an Alternative Education Program should be based on formal and informal assessments of both academic and cognitive functioning. A student’s educational history and information gathered at team meetings should also be considered. (An education team includes, but may not be limited to, parent(s)/caregiver(s), student, educators, and others directly involved with the student.) Placement in an Alternative Education Program is not considered appropriate for students with average to above average cognitive ability who may have learning disabilities and/or behaviour disorders, and/or for whom English is a second language or dialect.

Once a student is placed in the Alternative Education Program, teachers tailor educational opportunities around student interests, learning styles, and needs. The goal of the program is to help students become independent, contributing members of their community and in society. Curriculums for classes that are a part of the Alternative Education Program are meant to be guidelines and can be adjusted to meet individual student needs. Students may or may not have all outcomes included in their programs. The inclusion of outcomes depends on the abilities of the student and the appropriateness of each outcome in student success.

English Language Arts B38

(taken from the [Saskatchewan Online English Language Arts 10A Curriculum](#))

Broad Areas of Learning

There are three Broad Areas of Learning that reflect Saskatchewan’s Goals of Education. K-12 English language arts contributes to the Goals of Education through helping students achieve knowledge, skills, and attitudes related to the following:

Lifelong Learners

Students who are engaged in constructing and applying English language arts knowledge naturally build a positive disposition towards learning. Throughout their study of English language arts, students gain understandings, skills, and strategies to become more competent and confident language users.

Sense of Self, Community, and Place

To learn English language arts, students need not only to use the English language but also to interact with each other. Through the English language arts, students learn about themselves, others, and the world. The students use language to define who they are and to explore who they might become. They use language to interact and to respond effectively with others and to build community.

Engaged Citizens

In the English language arts, students learn how language enables them to make a difference in their personal, peer, family, and community lives. Language gives them a sense of agency and an ability to make a difference in their community and the world in which they live.

Cross-curricular Competencies

The Cross-curricular Competencies are four interrelated areas containing understandings, values, skills, and processes which are considered important for learning in all areas of study. These competencies are reflective of the Common Essential Learnings and are intended to be addressed in each area of study at each grade level.

Developing Thinking

Learners construct knowledge to make sense of the world around them. They develop understanding by building on what is already known. This key competency concerns the ability to make sense of information, experiences, and ideas through thinking contextually, critically, and creatively. The philosophy of learning in English language arts is inquiry-based, and students use their language and thinking skills to explore a range of topics, issues, and themes.

Developing Identity and Interdependence

The ability to act autonomously in an interdependent world requires an awareness of the natural environment, of social and cultural expectations, and of the possibilities for individual and group accomplishments. It assumes the possession of a positive self-concept and the ability to live in harmony with others and with the natural and constructed worlds. Achieving this competency requires understanding, valuing, and caring for oneself; understanding, valuing, and respecting human diversity and human rights and responsibilities; and understanding and valuing social and environmental interdependence and sustainability. English language arts requires students to explore ideas and issues of identity, social responsibility, diversity, sustainability, and personal agency.

Developing Literacies

Literacies provide many ways, including the use of various language systems and media, to interpret the world and express understanding of it. Literacies involve the evolution of interrelated skills, strategies, and understandings that facilitate an individual's ability to participate fully and equitably in a variety of roles and contexts – school, home, and local and global communities. To achieve this competency requires developing skills, strategies, and understandings related to various literacies in order to explore and interpret the world and communicate meaning. English language arts requires students to use different literacies, including language literacy, effectively and contextually to represent ideas and understanding in multiple, flexible ways.

Developing Social Responsibility

Social responsibility is how people positively contribute to their physical, social, and cultural environments. It requires the ability to participate with others in accomplishing shared or common goals. This competency is achieved through using moral reasoning processes, engaging in communitarian thinking and dialogue, and taking action to contribute to learners' physical, social, and cultural environments. In English language arts, students explore their social responsibility and work toward common goals to improve the lives of others and the natural and constructed worlds.

K-12 Aim and Goals of English Language Arts

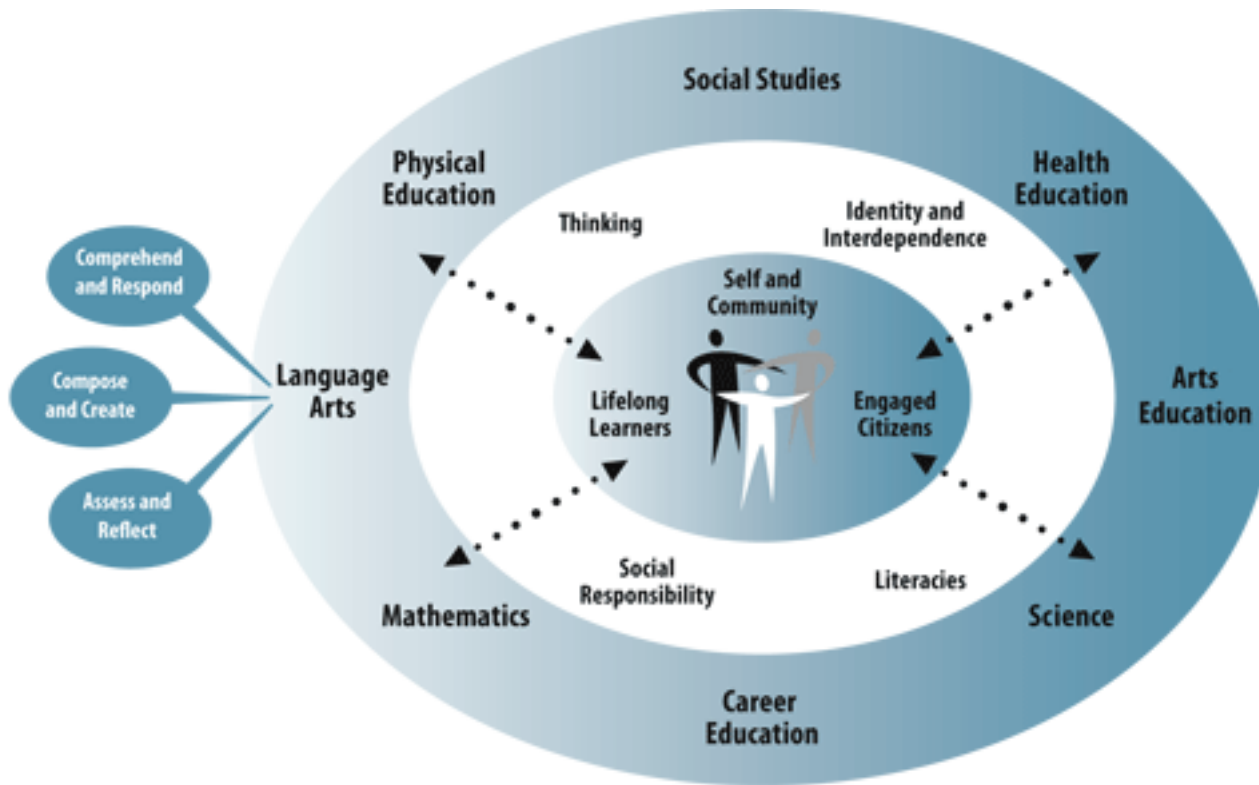
The K-12 aim of the Saskatchewan English language arts curricula is to help students understand and appreciate language, and to use it confidently and competently in a variety of situations for learning, communication, work, life, and personal satisfaction.

The K-12 goals are broad statements identifying what students are expected to know, understand, and be able to do upon completion of study in a particular subject (e.g., English language arts). The K-12 goals of the Saskatchewan English language arts curricula are to:

Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other texts) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.

Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

Assess and Reflect (AR). Students will extend their abilities to assess their own language skills; discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers; and set goals for future improvement.



Questions Derived from the Aim and Goals

The questions in this section focus on the long-term abilities associated with the overall aim and K-12 goals for the English language arts program. They recur in and give an overall focus to all instruction, assessment, and evaluation in English language arts.

Comprehend and Respond (CR):

- What is this text saying? Explicitly? Implicitly?
- How was the text created?
- What forms and conventions are used?
- In what context and for what purpose was the text created?
- What is my interpretation of the text?
- What evidence do I have to support this interpretation?
- What does this text have to say about identity, social responsibility, and personal agency (making a difference)?

- Whose voices are represented and whose are not?
- Why are viewing, listening, and reading important?

Compose and Create (CC):

- What do I know, and how can I express that?
- How can I best express these ideas for this audience and purpose?
- What forms can I use? What are the conventions of those forms?
- How can I communicate most clearly and effectively?
- Do my messages demonstrate a deep understanding of the subject matter?
- Are my compositions and presentations well-crafted, fully developed, coherent, and appropriate to my purpose and audience?
- To what extent is the voice, pen, or screen “mightier than the sword”?

Assess and Reflect (AR):

- Why are effective language usage and effective communication important?
- What are the characteristics of effective viewers, listeners, readers, representers, speakers, and writers? What do they do, feel, look like, or sound like?
- What are my teacher’s and my personal expectations for viewing, listening, reading, speaking, writing, and other forms of representing?
- What are my personal goals for becoming a more effective viewer, listener, reader, representer, speaker, and writer? How will I achieve them?
-

Why Study English Language Arts?

English language arts is the study of the English language, its texts, and communication skills and strategies.

As a defining characteristic of human beings, language is the base for learning, thinking, and communicating. To successfully participate in the workplace, in world affairs, and in life, individuals must be effective in visual, oral, and written communication and be able to think deeply and critically and use language for a variety of purposes. English language arts provides the opportunity for students to become effective communicators, learners, and thinkers through developing their skills as viewers, listeners, readers, representers, speakers, and writers.

By comprehending through viewing, listening, and reading and by responding to a range of texts, both literary and informational, students learn about ideas, information, and what it is like to be a human being.

Through composing, creating, and using oral, written, and other forms of representation, students learn to communicate more clearly and powerfully. They develop the language skills that allow them to shape their thoughts and to communicate the worth of these thoughts.

Through assessing and reflecting on how language works (the elements, forms, conventions, and use of language), students learn to make appropriate language choices and to apply them for effect in a range of contexts both in school and beyond. Students learn the power of language in their own lives, in their communities, and in the world.

Language is the medium of most learning. Learning to understand and apply language in various texts and forms allows students to participate fully and effectively in all areas of study, in the workplace, and in life.

An Effective English Language Arts Program

An English language arts program is effective when it is purposeful, dynamic, fulfilling, and authentic. This curriculum invites and challenges educators to think about education, schooling, and English language arts as it might be, rather than the way they might have known it to be in the past. How can schooling and English language arts be more purposeful, dynamic, fulfilling, and authentic? How can it help students become competent, confident users of the English language and, at the same time, become knowledgeable about themselves, their community, and the world as a whole in a deep and meaningful way? How can it help students find fulfillment, be socially responsible, and act in ways that will make their community and world better places? How can it help students become effective self-directed, self-regulated, strategic, and collaborative learners to meet the demands of personal, social, work, and global life in the 21st century?

“When a learner makes connections and learning takes place, it is because of focused teaching” (Fullan, Hill, & Crévola, 2006, p. 34).

Focused teaching requires:

- a detailed map of what is expected that students will know, understand, and be able to do, clearly stated in outcomes and associated indicators
- a detailed knowledge of how best to teach to these learning outcomes in the classroom, including explicit teaching strategies and methods and classroom routines
- a set of powerful and aligned assessment and evaluation tools tied to the outcomes (Fullan, Hill, & Crévola, 2006, pp. 36-37).

This curriculum is designed to be the starting point for the detailed map, knowledge, and assessment and evaluation tools that teachers must know and understand in order to help students learn effectively through the English language arts. It is the starting point that will allow English language arts teachers “to develop and deepen students’ understanding of important ideas and processes in the disciplines equipping them to transfer their learning in meaningful and effective ways, and cultivating lifelong habits of mind” (Wiggins & McTighe, 2007, p. 13).

What ELA Is	What ELA Is Not
Using visual, multimedia, oral, and written communication competently, appropriately, and effectively for a range of purposes	Using only print resources with a fictional emphasis for a limited range of purposes (usually isolated to a school task)
Recognizing the central role of language in communicating, thinking, and learning	Letting “literature” drive the program
Setting meaningful and relevant contexts for teaching and learning including connections to students’ experiences, knowledge, and personal and cultural identity	Giving isolated language activities and using unrelated texts
Helping students know what and why they are learning and doing something (i.e., outcomes, indicators, and exemplars)	Having only teacher awareness of the outcomes and not sharing them with students
Teaching and learning for “deep understanding” (using compelling questions, creating a climate of inquiry)	Asking and answering solely teacher-directed questions
Making meaning of ideas or information received (when viewing, listening, and reading)	Answering knowledge/comprehension questions, individually, after reading print texts
Creating meaning for themselves and others (when speaking, writing, and using other forms of representing)	Using limited forms of communication, usually writing
Using culturally responsive critical, creative, and metacognitive processes to make sense of ideas, information, and experiences	Accessing and accepting isolated information at face value

Creating, critiquing, and applying knowledge, understanding, and wisdom, not just “having” them	Collecting information that has no practical application in real life
Participating in, contributing to, and making connections with the world beyond the classroom	Not considering the implications of issues within the broader community
Promoting critical reflection and questioning that challenge assumptions, stereotypes, and biases	Perpetuating a Eurocentric worldview as superior
Using a variety of strategies (e.g., before, during, and after) depending upon the task	Following only teacher-directed skills and strategies, and spending time on isolated skill and drill activities
Understanding how language works (e.g., discourse, registers, sociolinguistic features and functions, cues and conventions) and using purposefully “grammatical” conventions for purpose and effect	Learning “grammar” for “grammar’s” sake
Engaging in inquiry learning	Doing a project or, if time permits, a series of activities to bring closure
Recognizing and respecting a range of worldviews	Not thinking critically about whose worldview is presented
Using assessment and evaluation to guide and improve learning and provide opportunities to reflect, monitor, self-assess, and set targets for learning	Not reflecting on or analyzing own progress
Demonstrating learning in many ways	Avoiding accountability for own learning
Reflecting on own learning and literacy	Assuming that the responsibility for learning and literacy lies with the teacher
Developing the disposition to lifelong learning	Setting short-term goals for learning (e.g., “Is it on the test?”)
Using contemporary technologies to learn and to document understanding	Using limited or inappropriate technology for technology’s sake

Alternative Education ELA Overview

To help students become lifelong learners, develop a sense of self and connection to others, and become engaged citizens, the alt ed ELA curriculums suggest possible themes that encourage students to “find fulfillment, be socially responsible, and act in ways that will make their community and world better places (quote found under the heading **An Effective English Language Arts Curriculum** in each of the Grade 1 to 12 Saskatchewan ELA curriculums).” An overview of the Alt Ed ELA program is as follows:

	ELA A18	ELA 18B	ELA A28	ELA B28	ELA A38	ELA B38
Identity	Getting to Know Myself	Expressing Myself	Thinking for Myself	Giving My Personal Best	Exploring Thoughts, Feelings and Ideas	Becoming Myself
Community	My Home and Family	My School Community (My Friends)	My Local Community	Helping Others	Celebrating Others	Teamwork
Social Responsibility	Conservation	Friendship	Protecting Our Environment	Doing My Part for the Environment	Making Our Community More Peaceful	Doing the Right Thing

Alternative Education ELA Outcome and Indicator Comparison Chart

English A18	English 18B	English A28	English B28	English A38	English B38
Comprehend and Respond					
CR A18.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).	CR 18B.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).	CR A28.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment).	CR B28.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others), and social responsibility (e.g. Doing My Part For the Environment).	CR A38.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).	CR B38.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).
CR A18.1a View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).	CR 18B.1a View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship),	CR A28.1a View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment).	CR B28.1a View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others), and social responsibility (e.g. Doing My Part For the Environment).	CR A38.1a View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).	CR B38.1a View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).

English A18	English 18B	English A28	English B28	English A38	English B38
CR A18.1b Make personal connections to the texts based on prior knowledge and experience.	CR 18B.1b Connect situations in text to personal experiences and prior learning.	CR A28.1b Identify similarities and differences from personal experiences to the experiences of the characters in the text.	CR B28.1b Describe and build upon the connections between the text and personal experiences and prior knowledge.	CR A38.1b Compare the portrayal of situations in the text with personal experiences.	CR B38.1b Compare the challenges of situations presented in the text with personal experiences.
CR A18.1c Identify the main characters in the texts and their key characteristics.	CR 18B.1c Describe the characters in texts, the way they might feel, and the way situations might cause them to feel.	CR A28.1c Identify similarities and differences of characters in the text with characters from previous texts or personal experiences.	CR B28.1c Describe and build upon the connections between the characters in the text and with characters from previous texts or personal experiences.	CR A38.1c Compare the portrayal of individuals in the text to personal experiences.	CR B38.1c Compare the challenges of individuals presented in the text with personal experiences.
CR A18.1d Retell the ideas and information presented in the texts.	CR 18B.1d Correctly sequence the retelling of ideas and information presented in the texts.	CR A28.1d Retell and explain the ideas and information presented in the texts by making personal connections to text.	CR B28.1d Retell and explain the ideas and information presented in the texts by making connections to others.	CR A38.1d Retell and explain the ideas and information presented in the texts by making connections to the world around them.	CR B38.1d Apply the ideas and information presented in the texts to their own lives or the lives of those around them.

English A18	English 18B	English A28	English B28	English A38	English B38
<p>CR A18.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).</p>	<p>CR 18B.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).</p>	<p>CR A28.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment).</p>	<p>CR B28.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others), and social responsibility (e.g. Doing My Part For the Environment).</p>	<p>CR A38.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).</p>	<p>CR B38.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).</p>
<p>CR A18.2a Describe main idea or purpose of the visual or multimedia text.</p>	<p>CR 18B.2a Identify the main idea of the visual or multimedia text and provide reason for choice of main idea.</p>	<p>CR A28.2a Identify the important details from visuals or multimedia texts.</p>	<p>CR B28.2a Recognize the feelings and/or emotions portrayed in the visual or multimedia texts.</p>	<p>CR A38.2a Make personal connections to the visual or multimedia text.</p>	<p>CR B38.2a Identify the purpose for a visual or multimedia text (to sell something, to express feelings, to inform, etc.).</p>
<p>CR A18.2b Make personal connections to the visuals and/or multimedia texts based on prior knowledge and experiences.</p>	<p>CR 18B.2b Distinguish between what happens in real life and life depicted in television shows, cartoons, and films.</p>	<p>CR A28.2b Distinguish between fact (observable) and fantasy (imagined).</p>	<p>CR B28.2b Distinguish between fact and opinion.</p>	<p>CR A38.2b Discuss point of view in visuals and multimedia texts.</p>	<p>CR B38.2b Identify the importance of recognizing point of view in visuals and multimedia texts (e.g. advertising, etc.).</p>

English A18	English 18B	English A28	English B28	English A38	English B38
CR A18.2c Record facts and ideas from visuals and/or multimedia texts.	CR 18B.2c Record facts and ideas from visuals and/or multimedia texts and identify the main idea.	CR A28.2c Record facts and ideas from visuals and/or multimedia texts and identify the most important facts and/or ideas presented.	CR B28.2c Record facts and ideas from visuals and/or multimedia texts describe reaction to facts and ideas based on prior knowledge and experiences.	CR A38.2c Record facts and ideas from visuals and/or multimedia texts and make connections to the world around them.	CR B38.2c Record facts and ideas from visuals and/or multimedia texts and discuss how ideas can be applied in their daily lives (if applicable).
CR A18.2d Express preferences for particular texts.	CR 18B.2d Express preferences for visuals and multimedia texts and provide reason for preference.	CR A28.2d View for a variety of purposes including: to gather information, to form an opinion, and to enjoy.	CR B28.2d Identify purpose for viewing: to gather information, to form an opinion, and to enjoy.	CR A38.2d Find a visual or multimedia text to demonstrate a specific point of view.	CR B38.2d Find a visual or multimedia text to demonstrate a specific point of view and explain evidence for viewpoint.
CR A18.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).	CR 18B.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).	CR A28.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment).	CR B28.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others), and social responsibility (e.g. Doing My Part For the Environment).	CR A38.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).	CR B38.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).

English A18	English 18B	English A28	English B28	English A38	English B38
CR A18.3a Listen to a short presentation and make some notes that identify the main idea or focus of the presentation.	CR 18B.3a Listen to a short presentation and make some notes identifying the key facts (who, what, when, where, etc.) of the presentation.	CR A28.3a Listen to a short presentation and make some notes about important ideas and details of the presentation.	CR B28.3a Listen to a short presentation and make some notes that focus on reactions to the text.	CR A38.3a Listen to a short presentation and make some notes that focus on making personal connections to the text.	CR B38.3a Listen to a short presentation and make some notes that identify the presenter's message and meaning of the presentation.
CR A18.3b Retell what was heard.	CR 18B.3b Correctly sequence the retelling of ideas and information heard.	CR A28.3b Retell and explain the ideas and information heard by making personal connections to text.	CR B28.3b Retell and explain the ideas and information heard by making connections to others.	CR A38.3b Retell and explain the ideas and information heard by making connections to the world around them.	CR B38.3b Apply the ideas and information heard to their own lives or the lives of those around them.
CR A18.3c Make personal connections to what was heard based on prior knowledge and experiences.	CR 18B.3c Summarize what was heard.	CR A28.3c Distinguish between fact and opinion in what was heard.	CR B28.3c Paraphrase what is heard.	CR A38.3c Ask questions for clarification.	CR B38.3c Draw conclusions from what was heard.
CR A18.3d Listen courteously and attentively to understand the meaning and intent of others.	CR 18B.3d Demonstrate attentiveness and comprehension as a listener through body language and facial expressions (e.g., nodding in agreement).	CR A28.3d Listen courteously during discussions to obtain information and ask and respond to relevant questions.	CR B28.3d Listen courteously while working in pairs and small groups to share ideas, obtain information, ask and respond to relevant questions.	CR A38.3d Listen courteously during discussions and while working in pairs and small groups to share ideas, obtain information, solve problems, and ask and respond to relevant questions.	CR B38.3d Listen attentively and courteously to each other in discussions and to guest speakers; show respect for the ideas, language, and communication styles of others; and give sensitive and thoughtful responses.

English A18	English 18B	English A28	English B28	English A38	English B38
CR A18.3e Listen and carry out directions at an appropriate personal level.	CR 18B.3e Listen and carry out directions at an appropriate personal level.	CR A28.3e Listen, carry out, and retell directions at an appropriate personal level.	CR B28.3e Listen, carry out, and retell directions at an appropriate personal level.	CR A38.3e Listen, carry out, retell and identify purpose of directions at an appropriate personal level.	CR B38.3e Listen, carry out, retell and identify purpose of directions at an appropriate personal level.
CR A18.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).	CR 18B.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).	CR A28.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment).	CR B28.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Giving My Personal Best), community (e.g. Helping Others), and social responsibility (e.g. Doing My Part For the Environment).	CR A38.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).	CR B38.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).
CR A18.4a Distinguish between fact and fiction.	CR 18B.4a Summarize what was read.	CR A28.4a Distinguish between fact and opinion of what was read.	CR B28.4a Paraphrase what is read.	CR A38.4a Ask questions for clarification while reading.	CR B38.4a Draw conclusions from what was read.
CR A18.1b Retell ideas and information in what was read.	CR 18B.1b Correctly sequence the retelling of ideas and information in what was read.	CR A28.1b Retell and explain the ideas and information read by making personal connections to text.	CR B28.1b Retell and explain the ideas and information read by making connections to others.	CR A38.1b Retell and explain the ideas and information read by making connections to the world around them.	CR B38.1b Apply the ideas and information read to their own lives or the lives of those around them.

English A18	English 18B	English A28	English B28	English A38	English B38
CR A18.4c Answer who, what, where, when, why and/or how questions.	CR 18B.4c Answer questions that focus on the main idea of the text.	CR A28.4c Answer questions about the supporting details of the texts.	CR B28.4c Answer questions that require the identification of personal reactions to the text.	CR A38.4c Answer questions that require making personal connections to the text	CR B38.4c Answer questions that focus on identifying the author's meaning of the text based on prior knowledge and experiences.
CR A18.4d Make personal connections to the texts based on prior knowledge and experiences.	CR 18B.4d Make personal connections to the texts based on prior knowledge and experiences.	CR A28.4d Make personal connections to the texts based on prior knowledge and experiences.	CR B28.4d Make personal connections to the texts based on prior knowledge and experiences.	CR A38.4d Make personal connections to the texts based on prior knowledge and experiences.	CR B38.4d Make personal connections to the texts based on prior knowledge and experiences.
CR A18.4e Read and re-read "just-right" texts, based on interests, and for enjoyment.	CR 18B.4e Read and re-read "just-right" texts, based on interests, and for enjoyment.	CR A28.4e Read and re-read "just-right" texts, based on interests, and for enjoyment.	CR B28.4e Read and re-read "just-right" texts, based on interests, and for enjoyment.	CR A38.4e Read and re-read "just-right" texts, based on interests, and for enjoyment.	CR B38.4e Read and re-read "just-right" texts, based on interests, and for enjoyment.
CR A18.4f Read and carry out directions at an appropriate personal level.	CR 18B.4f Read and carry out directions at an appropriate personal level.	CR A28.4f Read and carry out directions at an appropriate personal level.	CR B28.4f Read and carry out directions at an appropriate personal level.	CR A38.4f Read and carry out directions at an appropriate personal level.	CR B38.4f Read and carry out directions at an appropriate personal level.
Compose and Create					

English A18	English 18B	English A28	English B28	English A38	English B38
<p>CC A18.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explore identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).</p>	<p>CC 18B.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explore identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).</p>	<p>CC A28.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explore identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment).</p>	<p>CC B28.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explore identity (e.g. Giving My Personal Best), community (e.g. Helping Others), and social responsibility (e.g. Doing My Part For the Environment).</p>	<p>CC A38.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explore identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).</p>	<p>CC B38.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explore identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).</p>
<p>CC A18.1a Create spoken, written, and other representations that convey a specific message.</p>	<p>CC 18B.1a Create spoken, written, and other representations that tell about a personal experience.</p>	<p>CC A28.1a Create spoken, written, and other representations that tell a story.</p>	<p>CC B28.1a Create spoken, written, and other representations that are informational in nature.</p>	<p>CC A38.1a Create spoken, written, and other representations that explain a procedure.</p>	<p>CC B38.1a Create spoken, written, and other representations that report on a given topic.</p>
<p>CC A18.1b Communicate thoughts and ideas that convey a specific message in a clear and appropriate written form.</p>	<p>CC 18B.1b Communicate thoughts and ideas about a personal experience in a clear and appropriate written form.</p>	<p>CC A28.1b Communicate a story in a clear and appropriate written form.</p>	<p>CC B28.1b Communicate ideas that are informational in nature in a clear and appropriate written form.</p>	<p>CC A38.1b Communicate the steps of a procedure in a clear and appropriate written form.</p>	<p>CC B38.1b Communicate ideas that report on a given topic in a clear and appropriate written form.</p>
<p>CC A18.1c Deliver an oral presentation that conveys a specific message about familiar experiences or interests.</p>	<p>CC 18B.1c Deliver an oral presentation about a personal experience.</p>	<p>CC A28.1c Deliver an oral presentation that tells a story.</p>	<p>CC B28.1c Deliver an oral presentation that is informational in nature.</p>	<p>CC A38.1c Deliver an oral presentation that explains a procedure.</p>	<p>CC B38.1c Deliver an oral presentation that reports on a given topic.</p>

English A18	English 18B	English A28	English B28	English A38	English B38
<p>CC A18.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explores identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).</p>	<p>CC 18B.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explores identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).</p>	<p>CC A28.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explores identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment).</p>	<p>CC B28.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explores identity (e.g. Giving My Personal Best), community (e.g. Helping Others), and social responsibility (e.g. Doing My Part For the Environment).</p>	<p>CC A38.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explores identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).</p>	<p>CC B38.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explores identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).</p>
<p>CC A18.2a Use visual aids to communicate a specific message.</p>	<p>CC 18B.2a Use visual aids to communicate thoughts and ideas about a personal experience.</p>	<p>CC A28.2a Use visual aids to tell a story.</p>	<p>CC B28.2a Use visual aids to present ideas that are informational in nature.</p>	<p>CC A38.2a Use visual aids to present the steps in a procedure.</p>	<p>CC B38.2a Use visual aids to present information in a report.</p>
<p>CC A18.2b Organize ideas and information about a specific message in a clear, meaningful manner appropriate to personal readiness level.</p>	<p>CC 18B.2b Organize ideas and information about a personal experience in a clear, meaningful manner appropriate to personal readiness level.</p>	<p>CC A28.2b Organize a story in a clear, meaningful manner appropriate to personal readiness level.</p>	<p>CC B28.2b Organize ideas that are informational in nature in a clear, meaningful manner appropriate to personal readiness level.</p>	<p>CC A38.2b Organize the steps for a procedure in a clear, meaningful manner appropriate to personal readiness level.</p>	<p>CC B38.2b Organize information in a report in a clear, meaningful manner appropriate to personal readiness level.</p>

English A18	English 18B	English A28	English B28	English A38	English B38
CC A18.2c Choose an appropriate way to convey a specific message.	CC 18B.2c Choose an appropriate way to represent a presentation about a personal experience.	CC A28.2c Choose an appropriate way to tell a story.	CC B28.2c Choose an appropriate way to present ideas that are informational in nature.	CC A38.2c Choose an appropriate way to present the steps in a procedure.	CC B38.2c Choose an appropriate way to present information in a report.
CC A18.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explores identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).	CC 18B.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explores identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).	CC A28.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explores identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment).	CC B28.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explores identity (e.g. Giving My Personal Best), community (e.g. Helping Others), and social responsibility (e.g. Doing My Part For the Environment).	CC A38.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explores identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).	CC B38.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explores identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).
CC A18.3a Provide a beginning, middle, and end to an oral presentation that conveys a specific message.	CC 18B.3a Provide a beginning, middle, and end to an oral presentation that tells about a personal experience.	CC A28.3a Provide a beginning, middle, and end to an oral presentation that tells a story.	CC B28.3a Provide a beginning, middle, and end to an oral presentation that presents ideas that are informational in nature.	CC A38.3a Provide a beginning, middle, and end to an oral presentation that presents the steps in a procedure.	CC B38.3a Provide a beginning, middle, and end to an oral presentation that presents information in a report.
CC A18.3b Use oral language to initiate and sustain a conversation.	CC 18B.3b Use oral language to participate in partner work.	CC A28.3b Use oral language to participate in small group work.	CC B28.3b Use oral language to participate in class discussions.	CC A38.3b Use oral language to request information outside of class instruction.	CC B38.3b Use oral language for a specific purpose outside of class instruction.

English A18	English 18B	English A28	English B28	English A38	English B38
CC A18.3c Recount experiences, stories, and current events in a logical sequence with appropriate details.	CC 18B.3c Recount experiences, stories, and current events in a logical sequence with appropriate details.	CC A28.3c Recount experiences, stories, and current events in a logical sequence with appropriate details.	CC B28.3c Recount experiences, stories, and current events in a logical sequence with appropriate details.	CC A38.3c Recount experiences, stories, and current events in a logical sequence with appropriate details.	CC B38.3c Recount experiences, stories, and current events in a logical sequence with appropriate details.
CC A18.3d Give directions to help or explain.	CC 18B.3d Give directions to help or explain.	CC A28.3d Give directions to help or explain.	CC B28.3d Give directions to help or explain.	CC A38.3d Give directions to help or explain.	CC B38.3d Give directions to help or explain.
CC A18.3e Make relevant contributions to class.	CC 18B.3e Make relevant contributions to class.	CC A28.3e Make relevant contributions to class.	CC B28.3e Make relevant contributions to class.	CC A38.3e Make relevant contributions to class.	CC B38.3e Make relevant contributions to class.
CC A18.4 Write to communicate ideas, information, and experiences at a personal readiness level that explores identity (e.g. Getting to Know Myself), community (e.g. My Home and Family), and social responsibility (e.g. Conservation).	CC 18B.4 Write to communicate ideas, information, and experiences at a personal readiness level that explores identity (e.g. Expressing Myself), community (e.g. My School Community, My Friends), and social responsibility (e.g. Friendship).	CC A28.4 Write to communicate ideas, information, and experiences at a personal readiness level that explores identity (e.g. Thinking for Myself), community (e.g. My Local Community), and social responsibility (e.g. Protecting Our Environment).	CC B28.4 Write to communicate ideas, information, and experiences at a personal readiness level that explores identity (e.g. Giving My Personal Best), community (e.g. Helping Others), and social responsibility (e.g. Doing My Part For the Environment).	CC A38.4 Write to communicate ideas, information, and experiences at a personal readiness level that explores identity (e.g. Exploring Thoughts, Feelings, and Ideas), community (e.g. Celebrating Others), and social responsibility (e.g. Making Our Community More Peaceful).	CC B38.4 Write to communicate ideas, information, and experiences at a personal readiness level that explores identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).
CC A18.4a Work through the stages of the writing process (pre-writing, drafting, revising, etc.).	CC 18B.4a Work through the stages of the writing process (pre-writing, drafting, revising, etc.).	CC A28.4a Work through the stages of the writing process (pre-writing, drafting, revising, etc.).	CC B28.4a Work through the stages of the writing process (pre-writing, drafting, revising, etc.).	CC A38.4a Work through the stages of the writing process (pre-writing, drafting, revising, etc.).	CC B38.4a Work through the stages of the writing process (pre-writing, drafting, revising, etc.).

English A18	English 18B	English A28	English B28	English A38	English B38
CC A18.4b Write clear and coherent sentences to convey a message.	CC 18B.4b Write clear and coherent sentences about a personal experience.	CC A28.4b Write clear and coherent sentences to tell a story.	CC B28.4b Write clear and coherent sentences to present ideas that are informational in nature.	CC A38.4b Write clear and coherent sentences to explain a procedure.	CC B38.4b Write clear and coherent sentences in a report.
CC A18.4c Represent ideas, information and experiences in a written form appropriate to personal readiness level.	CC 18B.4c Represent ideas, information and experiences in a written form appropriate to personal readiness level.	CC A28.4c Represent ideas, information and experiences in a written form appropriate to personal readiness level.	CC B28.4c Represent ideas, information and experiences in a written form appropriate to personal readiness level.	CC A38.4c Represent ideas, information and experiences in a written form appropriate to personal readiness level.	CC B38.4c Represent ideas, information and experiences in a written form appropriate to personal readiness level.
CC A18.4d If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence.	CC 18B.4d If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence.	CC A28.4d If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence.	CC AB28.4d If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence.	CC A38.4d If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence.	CC B38.4d If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence.
CC A18.4e Write personal letters, thank-you notes, invitations, etc.	CC 18B.4e Write personal letters, thank-you notes, invitations, etc.	CC A28.4e Write personal letters, thank-you notes, invitations, etc.	CC B28.4e Write personal letters, thank-you notes, invitations, etc.	CC A38.4e Write personal letters, thank-you notes, invitations, etc.	CC B38.4e Write personal letters, thank-you notes, invitations, etc.
AR A18.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.	AR 18B.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.	AR A28.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.	AR B28.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.	AR A38.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.	AR B38.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.
AR A18.1a Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.	AR 18B.1a Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.	AR A28.1a Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.	AR B28.1a Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.	AR A38.1a Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.	AR B38.1a Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.

English A18	English 18B	English A28	English B28	English A38	English B38
AR A18.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.	AR 18B.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.	AR A28.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.	AR B28.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.	AR A38.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.	AR B38.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.
AR A18.2a Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.	AR 18B.2a Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.	AR A28.2a Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.	AR B28.2a Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.	AR A38.2a Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.	AR B38.2a Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.
AR A18.2b Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.	AR 18B.2b Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.	AR A28.2b Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.	AR B28.2b Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.	AR A38.2b Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.	AR B38.2b Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.
AR A18.2c Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR 18B.2c Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR A28.2c Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR B28.2c Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR A38.2c Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR B38.2c Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.

English A18	English 18B	English A28	English B28	English A38	English B38
AR A18.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.	AR 18B.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.	AR A28.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.	AR B28.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.	AR A38.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.	AR B38.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.
AR A18.3a Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR 18B.3a Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR A28.3a Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR B28.3a Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR A38.3a Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.	AR B38.3a Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.
AR A18.3b Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.	AR 18B.3b Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.	AR A28.3b Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.	AR B28.3b Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.	AR A38.3b Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.	AR B38.3b Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.

Outcomes and Indicators

Comprehend and Respond (CR):

CR B38.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).

- a. View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).
- b. Compare the challenges of situations presented in the text with personal experiences.
- c. Compare the challenges of individuals presented in the text with personal experiences.
- d. Apply the ideas and information presented in the texts to their own lives or the lives of those around them.

CR B38.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).

- a. Identify the purpose for a visual or multimedia text (to sell something, to express feelings, to inform, etc.).
- b. Identify the importance of recognizing point of view in visuals or multimedia texts (e.g. advertising, etc.).
- c. Record facts and ideas from visuals and/or multimedia texts and discuss how ideas can be applied in their daily lives (if applicable).
- d. Find a visual or multimedia text to demonstrate a specific point of view and explain evidence for viewpoint.

CR B38.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).

- a. Listen to a short presentation and make some notes that identify the presenter's message and meaning of the presentation.
- b. Apply the ideas and information heard to their own lives or the lives of those around them.
- c. Draw conclusions from what was heard.
- d. Listen attentively and courteously to each other in discussions and to guest speakers; show respect for the ideas, language, and communication styles of others; and give sensitive and thoughtful responses.
- e. Listen, carry out, retell, and identify purpose of directions at an appropriate personal level.

CR B38.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).

- a. Draw conclusions from what was read.
- b. Apply the ideas and information read to their own lives or the lives of those around them.
- c. Answer questions that focus on identifying the author's meaning of the text based on prior knowledge and experiences.
- d. Make personal connections to the texts based on prior knowledge and experiences.
- e. Read and re-read "just-right" texts, based on interests, and for enjoyment.
- f. Read and carry out directions at an appropriate personal level.

Compose and Create (CC):

CC B38.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explore identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).

- a. Create spoken, written, and other representations that report on a given topic.
- b. Communicate ideas that report on a given topic in a clear and appropriate written form..
- c. Deliver an oral presentation that reports on a given topic.

CC B38.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explore identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).

- a. Use visual aids to present information in a report.
- b. Organize information in a report in a clear, meaningful manner appropriate to personal readiness level.
- d. Choose an appropriate way to present information in a report.

CC B38.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explore identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).

- a. Provide a beginning, middle and end to an oral presentation that presents information in a report.
- b. Use oral language for a specific purpose outside of class instruction.
- c. Recount experiences, stories, and current events in a logical sequence with appropriate details.
- d. Give directions to help or explain.
- e. Make relevant contributions to class.

CC B38.4 Write to communicate ideas, information, and experiences at a personal readiness level that explore identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).

- a. Work through the stages of the writing process (pre-writing, drafting, revising, etc.).
- b. Write clear and coherent sentences in a report.
- c. Represent ideas, information and experiences in a written form appropriate to personal readiness level.
- d. If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence.
- e. Write personal letters, thank-you notes, invitations, etc.

Assess and Reflect (AR):

AR B38.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.

- a. Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.

AR B38.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.

- a. Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.
- b. Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.
- c. Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.

AR B38.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.

- a. Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.
- b. Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.

Comprehend and Respond

UbD Planning Document - CR B38.1

Good Spirit School Division UbD Unit Plan		
Teacher:	Subject: ELA	Grade: Twelve – Level B38
Outcome: Comprehend and Respond CR B38.1		
Context (ELA only):	Type of Unit (ELA only):	
Time Frame:		
STAGE ONE: IDENTIFY THE DESIRED RESULTS		
Outcome(s) SK curriculum outcomes can be copied and pasted, focuses highlighted.		

<p>CR B38.1 Comprehend and respond to a variety of texts at personal readiness level that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).</p> <p>a. View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).</p> <p>b. Compare the challenges of situations presented in the text with personal experiences.</p> <p>c. Compare the challenges of individuals presented in the text with personal experiences.</p> <p>d. Apply the ideas and information presented in the texts to their own lives or the lives of those around them.</p>	
<p align="center"><u>Big Ideas/Enduring Understandings</u></p> <p align="center">What do you want students to understand and be able to use several years from now?</p> <p align="center">What are the BIG ideas?</p>	<p align="center"><u>Essential Questions</u></p> <p align="center">Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.</p>
<ul style="list-style-type: none"> - You can compare the challenges of different situations in the texts with your personal experiences. - You can compare the challenges of the characters in the texts with your personal experiences. - You can apply the ideas and information, presented in texts that you read, listen to, and view, to your own life and to the lives of those around you. - People apply the ideas and information learned from text differently based on their unique background knowledge and experiences. 	<ul style="list-style-type: none"> - How can I apply the ideas and information presented in the text to my own life? - How can I build upon the connections I have made to the text? - Why do people apply the ideas and information from what they read, listen to, and view differently? - How are the challenges in the texts similar and different to my own challenges?
<p align="center"><u>Knowledge and Skills (Students will know and do...)</u></p> <p align="center">What key knowledge and skills will students acquire as a result of this unit?</p> <p align="center">(These <u>may</u> be indicators from the curriculum)</p>	
<p align="center">Knowledge (Students will know...)</p> <p align="center">What key <u>knowledge</u> will students acquire as a result of this unit?</p>	<p align="center">Skills (Students will know how to...)</p> <p align="center">What key <u>skills</u> will students acquire as a result of this unit?</p>
<ul style="list-style-type: none"> - everyone has different knowledge and background experiences. - you can compare the challenges in the texts to your own life. - you can build upon your personal connections to the text. - text contains a message. - you can apply the ideas and information you learn from the texts you read, listen to, and view. - people apply their learning to their own lives in different ways based on their unique background knowledge and experiences. 	<ul style="list-style-type: none"> - describe the similarities and differences between the challenges in the texts and their own lives. - build upon their connection to the text. - apply the ideas and information from the text to their own lives. - identify how different people apply the information and ideas from the text in different ways.

STAGE TWO: DESIGN ASSESSMENT EVIDENCE	
Assessment Evidence	
<u>Summative Assessments/Performance Tasks</u>	
Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.	
Outcomes/Objectives	Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:
CR B38.1	Oral Presentations - Students create an oral presentation that shows what they have learned during a unit of study. Be sure to provide students with a list of criteria that must be included in their presentation so they are aware of expectations.
	Power Point Presentations - Students make a power point presentation to identify three key learnings during a unit of study. Students identify each of the three key ideas, make personal connections to the ideas, and explain how these ideas can be applied in daily life.
	Scrapbooks - Throughout a unit of study, have students keep assignments, reflections and copies of favourite poems, articles, etc. that represent their learning of a given topic in a scrapbook. At the end of a unit, students reflect on their learning and why they included the different pieces in their scrapbooks. Encourage students to make connections between the items in their scrapbooks and their own lives.
<u>Formative Assessments</u>	
Through what multiple sources of evidence will students demonstrate their understanding on a continual basis? These help guide instruction and provide feedback to students.	
Examples of possible formative assessments include:	
Give One Get One - At different points during a unit, provide students with a give one, get one graphic organizer. Students identify 3 to 5 things they have learned during the unit. They then circulate through the room and “give” an idea to a classmate and “get” an idea in return.	
Placemats - Divide the students into groups of four. Give each group a placemat with a target question or phrase related to a current topic of study in the middle of the placemat. Students make personal connections to the question or phrase. As a group, they then come up with two or three key ideas. Students share these key ideas with the rest of the class.	
Whip Around - Use the whip around strategy to have students talk about a given topic of study. Pose a question or provide students with a sentence starter. Students then respond to the question or the story starter as quickly as possible. When one student is finished responding, the next student begins their response. Continue this activity until all students have responded.	
<u>Pre-Assessments</u>	
Pre-assessments are used to determine what students know and their readiness level to inform instruction.	

Examples of possible pre-assessments include:

Write Something - Write the topic of a new unit on the white board. Provide each student with a recipe card and ask them to “write something” about the topic.

Show of Hands - Write 3 to 5 sentences related to a new unit of study. Read each statement out loud to the students and have them respond to the questions with a “show of hands.”

One Minute Essay - Give students a sheet of writing paper and have them write for one minute about a new topic they will be learning about in class.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA B38 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CR B38.1a. View, listen to, and/or read a variety of texts including First Nations and Métis resources that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).

- Students read short stories about a topic such as teamwork or doing the right thing. After reading the stories, discuss personal connections the students made to the stories.
- Use a think, pair, share strategy to read stories related to a current topic of study. Encourage discussion about the personal connections students make to their own lives.

CR B38.1b. Compare the challenges of situations presented in the text with personal experiences.

- Give students a compare and contrast chart after listening to, viewing, or reading a text during a unit on becoming myself. Students compare the situations in the text to their own lives.
- Read poems to the students that focus on the personal challenges people experience in their lives as they decide what is right and what is wrong. Have students give examples they have come across in their own lives that are similar or different to the challenges in these poems.

CR B38.1c. Compare the challenges of individuals presented in the text with personal experiences.

- After viewing or listening to a story related to becoming myself, have students discuss how the story would have been different if they were the main character in the story.
- Extend discussions about stories that focus on doing the right thing or becoming myself by having students identify areas in their own lives that they would like to change or further develop.

CR B38.1d. Apply the ideas and information presented in the texts to their own lives or the lives of those around them.

- Discuss with students how they can learn about themselves and find solutions to potential problems they face through reading.
- Ask each student to find a text that might be useful in their own life or in the lives of those around them. Have students present these texts to the rest of the class and share their reasons for picking them.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)

UbD Planning Document - CR B38.2

Good Spirit School Division UbD Unit Plan

Teacher:	Subject: ELA	Grade: Twelve – Level B38
Outcome: Comprehend and Respond CR B38.2		
Context (ELA only):		Type of Unit (ELA only):
Time Frame:		
STAGE ONE: IDENTIFY THE DESIRED RESULTS		
Outcome(s)		
SK curriculum outcomes can be copied and pasted, focuses highlighted.		
<p>CR B38.2 View, comprehend and respond to a variety of visual and multimedia texts (such as pictures, diagrams, videos, cartoons, etc.) that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).</p> <ol style="list-style-type: none"> a. Identify the purpose for a visual or multimedia text (to sell something, to express feelings, to inform, etc.). b. Identify the importance of recognizing point of view in visuals and multimedia texts (e.g. advertising). c. Record facts and ideas from visuals and/or multimedia texts and discuss how ideas can be applied in their daily lives (if applicable). d. Find a visual or multimedia text to demonstrate a specific point of view and explain evidence for viewpoint. 		
<p><u>Big Ideas/Enduring Understandings</u></p> <p>What do you want students to understand and be able to use several years from now? What are the BIG ideas?</p>	<p><u>Essential Questions</u></p> <p>Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.</p>	
<ul style="list-style-type: none"> - We can identify the point of view of a visual or multimedia text. - We can identify the purpose of identifying the point of view of a visual or multimedia text. - We can apply ideas and information from visuals and multimedia texts to our daily lives. - We can provide evidence for a given viewpoint in a visual or multimedia text. 	<ul style="list-style-type: none"> - How can we identify the point of view of a visual or multimedia text? - How can we determine the purpose for identifying the point of view of a visual or multimedia text? - How can we apply the ideas and information from a visual or multimedia text to our daily lives? - What evidence can we provide from the visual or multimedia text that supports the viewpoint of the text? - How do we find a visual or multimedia text that supports a specific viewpoint? 	
<p><u>Knowledge and Skills (Students will know and do...)</u></p> <p>What key knowledge and skills will students acquire as a result of this unit? (These <u>may</u> be indicators from the curriculum)</p>		

Knowledge (Students will know...) What key <u>knowledge</u> will students acquire as a result of this unit?	Skills (Students will know how to...) What key <u>skills</u> will students acquire as a result of this unit?
<ul style="list-style-type: none"> - visuals can represent feelings and emotions. - visuals and multimedia texts can evoke personal feelings and/or emotions. - you can identify the point of view of a visual or multimedia text. - you can identify the purpose of the visual or multimedia text. - your background knowledge and experiences affect your application of a visual or multimedia text. - the difference between facts and opinions. - the purpose for viewing a particular text. 	<ul style="list-style-type: none"> - identify the point of view of the author of a visual or multimedia text. - identify the purpose of the visual or multimedia text. - apply ideas from the visual or multimedia text to own lives (if applicable). - identify purpose for viewing a visual or multimedia text. - find a visual or multimedia text that represents a specific point of view.
STAGE TWO: DESIGN ASSESSMENT EVIDENCE	
Assessment Evidence	
<u>Summative Assessments/Performance Tasks</u>	
Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.	
Outcomes/Objectives	Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:
CR B38.2	<p>Visual Walk - Set up a variety of visuals and multimedia texts around the classroom that focus on a unit of study that the students have recently completed. Give students a graphic organizer that requires them to respond to the different visuals and multimedia texts. Consider letting students choose the 5 out of 10 visuals or multimedia texts they want to respond to. Provide target questions or sentence starters that students can refer to when responding to the different visuals and texts.</p> <p>Speech - Have students give a speech about what they learned and the connections they made while viewing videos or presentations on a current unit of study. Co-construct the criteria for the speeches so students know what is expected of them.</p> <p>Design a Project - Let students design a project to show their response to a set of visuals and/or multimedia texts. Be sure to give students a list of expected information that must be included in their project. Ask students to design a rubric or scoring guide to accompany their project.</p>
<u>Formative Assessments</u> Through what multiple sources of evidence will students demonstrate their understanding on a continual basis? These help guide instruction and provide feedback to students.	

Examples of possible formative assessments include:

Exit Cards - Throughout the unit, give students an exit card before leaving class and ask them to record what they have learned about the topic and/or the personal connections they have made.

Mind Maps - Midway through a unit of study, provide students with a 11x17 sheet of paper and have them create a mind map about the topic.

Say Something - At key points during learning, ask students to 'say something' about what they have discovered during a unit on teamwork or doing the right thing.

Pre-Assessments

Pre-assessments are used to determine what students know and their readiness level to inform instruction.

Examples of possible pre-assessments include:

Sticky Notes - Before beginning a unit of study, give students three sticky notes and have them write one idea or question they have about the upcoming topic on each sticky note. Look through the sticky notes to see what students know about a topic and what questions they have.

Thumbs Up, Thumbs Down - Ask students key questions about a new topic. Students give a thumbs up if they know lots about the question asked, thumbs sideways if they know a little bit about the question, and a thumbs down if they do not know anything about the question.

Four Corners - Put posters up in each corner of the room. The posters say, "strongly agree," "agree," "disagree," and "strongly disagree."

Prepare three to five statements about a unit on teamwork or doing the right thing. Read a statement to the class. Students then move to the corner of the room that matches their response. In each corner, students discuss their reasons for their response and share these reasons with the rest of the class.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA B38 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CR B38.2a. Identify the purpose for a visual or multimedia text (to sell something, to express feelings, to inform, etc.).

- Show students as many different types of visuals and multimedia texts (ads, cartoons, charts, comics, diagrams, dioramas, graphs, maps, photos, signs, tables, videos, etc.) as possible. Ask students to identify the purpose or purposes for each visual and multimedia text.
- Discuss the different types of visuals and multimedia texts used in education. Have students identify the purpose(s) for using each type.

CR B38.2b. Identify the importance of recognizing point of view in visuals and multimedia texts (e.g. advertising).

- Bring in a number of advertisements for different products. Have students decide whether they would buy each product based on the advertisement. Encourage students to give reasons for their decisions.
- Discuss the importance of recognizing the point of view in visuals and multimedia texts. Have students come up with examples of visuals and multimedia texts that they have encountered in the past.

CR B38.2c. Record facts and ideas from visuals and/or multimedia texts and discuss how ideas can be applied in their daily lives (if applicable).

- Students use the words and pictures in a multimedia presentation they view, during a unit on teamwork or doing the right thing, to identify ideas they can apply to their daily lives.
- Give students a checklist that lists common visuals and multimedia texts that students may come across during a typical day. Have students check off each visual or multimedia text they encounter and have them identify the key idea presented in it.

CR B38.2d. Find a visual or multimedia text to demonstrate a specific point of view and explain evidence for viewpoint.

- Ask students to bring in visuals that demonstrate a specific point of view. These visuals could include cartoons, comic books, advertisements, videos, etc. Discuss how authors have presented that viewpoint in their visual or multimedia text.
- Set aside an area of the room and have students bring in visuals that focus on a given topic of study such as teamwork. Provide students with time to study and discuss the visuals.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)

UbD Planning Document - CR B38.3

Good Spirit School Division UbD Unit Plan

Teacher:	Subject: ELA	Grade: Twelve – Level B38
Outcome: Comprehend and Respond CR B38.3		
Context (ELA only):		Type of Unit (ELA only):
Time Frame:		
STAGE ONE: IDENTIFY THE DESIRED RESULTS		
<u>Outcome(s)</u>		
SK curriculum outcomes can be copied and pasted, focuses highlighted.		
<p>CR B38.3 Listen, comprehend, and respond to a variety of texts that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).</p> <ol style="list-style-type: none"> a. Listen to a short presentation and make some notes that identify the presenter’s message and meaning of the presentation. b. Apply the ideas and information heard to their own lives or the lives of those around them. c. Draw conclusions from what was heard. d. Listen attentively and courteously to each other in discussions and to guest speakers; show respect for the ideas, language, and communication styles of others; and give sensitive and thoughtful responses. e. Listen, carry out, retell, and identify purpose of directions at an appropriate personal level. 		
<p><u>Big Ideas/Enduring Understandings</u></p> <p>What do you want students to understand and be able to use several years from now?</p> <p>What are the BIG ideas?</p>	<p><u>Essential Questions</u></p> <p>Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.</p>	
<ul style="list-style-type: none"> - You can identify the purpose and meaning of oral presentations. - You can apply ideas and information that you hear during presentations to your own life. - You can draw conclusions from what you hear. - You can respond to what you hear others say. - It is important to be a good listener. - You need to listen carefully to directions. - You can identify the purpose of directions. 	<ul style="list-style-type: none"> - Why is important to listen carefully to text? - What is the purpose and/or meaning of a presentation? - How can I apply the ideas and information I hear in a presentation to my own life? - How can I give a thoughtful response to something I hear? - Why is it important to be a good listener? - What is the purpose for following a set of directions? 	
<p><u>Knowledge and Skills (Students will know and do...)</u></p> <p>What key knowledge and skills will students acquire as a result of this unit?</p> <p>(These <u>may</u> be indicators from the curriculum)</p>		

Knowledge (Students will know...) What key <u>knowledge</u> will students acquire as a result of this unit?	Skills (Students will know how to...) What key <u>skills</u> will students acquire as a result of this unit?
<ul style="list-style-type: none"> - what a good listener does. - the purpose of an oral presentation. - they can respond to what they hear. - why it is important to be a good listener. - the purpose of a set of directions. 	<ul style="list-style-type: none"> - draw conclusions from what they hear. - apply ideas and information heard during a presentation by making connections to others. - follow spoken directions at a personal readiness level. - give a thoughtful and sensitive response to what they hear. - be a good listener. - identify the purpose for a set of directions.
STAGE TWO: DESIGN ASSESSMENT EVIDENCE	
Assessment Evidence	
<u>Summative Assessments/Performance Tasks</u>	
Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.	
Outcomes/Objectives	Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:
CR B38.3	Posters - Students create a poster in response to a video or presentation. Their poster should include personal connections they made to the video or presentation.
	Non-Fiction Book Review - Ask students to give a book review on a non-fiction book that focuses on teamwork or doing the right thing. Students cite examples from the book in their book review to support statements they make.
	Teach a Friend - After listening to a presentation on a given topic, students prepare a lesson to teach a friend about what they learned in the presentation.
<u>Formative Assessments</u>	
Through what multiple sources of evidence will students demonstrate their understanding on a continual basis? These help guide instruction and provide feedback to students.	
Examples of possible formative assessments include:	
List Three Things - Periodically throughout a unit, ask students to list three things they have learned about a given topic.	
One Sentence Summary - Ask students to write a one sentence summary about what they learned during a presentation or discussion.	
Fist to Five - To determine if students understand new learning, ask them to give you a fist to five to demonstrate their level of understanding. Students hold up their fist if they don't understand, two or three fingers if they partially understand, and an open hand if they fully understand.	
<u>Pre-Assessments</u>	
Pre-assessments are used to determine what students know and their readiness level to inform instruction.	

Examples of possible pre-assessments include:

Graffiti Wall - Cover a wall with paper and print the topic of a new unit of study in the centre of the page. Students draw pictures and write words and phrases about the topic. Leave the graffiti wall up so students can add to it throughout the unit.

Group Brainstorming - As a class, brainstorm words and ideas related to a new topic of study.

Buzz Groups - Divide students into groups and have them “buzz” about a new topic. After a set amount of time, discuss key ideas with the entire class.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA B38 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CR B38.3a. Listen to a short presentation and make some notes that identify the presenter's message and meaning of the presentation.

- Students listen to a story or short presentation and then draw a picture about the main idea.
- Provide students with a clipboard and pencil before listening to a presentation. Students jot down notes related to the presenter's message and then share key ideas from their notes with the rest of the class.

CR B38.3b. Apply the ideas and information heard to their own lives or the lives of those around them.

- Bring in a guest speaker such as a public health nurse, a dentist, etc. After the presentation, have students identify how they can apply what they have learned in their own lives.
- Take students on a field trip to a bakery, the police station, city hall, etc. Discuss what the students learned and make connections between the place visited and the daily lives of the students.

CR B38.3c. Draw conclusions from what was heard.

- Read a number of "What am I?" riddles to students. Students identify the object based on the clues they were given in the "What am I?" riddles. Ask students to explain how they came up with their responses.
- Show students a scene from a movie. After they watch the scene, have students draw conclusions from what they watched. Encourage students to refer to parts of the movie scene as evidence for their conclusions.

CR B38.3d. Listen attentively and courteously to each other in discussions and to guest speakers; show respect for the ideas, language, and communication styles of others; and give sensitive and thoughtful responses.

- Model how to give thoughtful responses to guest speakers and to fellow classmates during discussions. After modelling for your students, have a discussion about what you did.
- Have students act out appropriate and inappropriate responses for class discussions and when guest speakers visit your classroom. Discuss how each response affected the speaker and others in the audience.

CR B38.3e. Listen, carry out, retell, and identify purpose of directions at an appropriate personal level.

- Brainstorm a list of situations which are important for students to listen carefully to directions. Be sure to identify the purpose of the directions and why it is important for the students to listen to them carefully.
- Have students partner up at the start of a new unit. Each time students are given instructions for an activity or assignment, have them take turns retelling the instructions to their partner.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)

UbD Planning Document - CR B38.4

Good Spirit School Division UbD Unit Plan		
Teacher:	Subject: ELA	Grade: Twelve – Level B38
Outcome: Comprehend and Respond CR B38.4		
Context (ELA only):	Type of Unit (ELA only):	
Time Frame:		
STAGE ONE: IDENTIFY THE DESIRED RESULTS		
<u>Outcome(s)</u> SK curriculum outcomes can be copied and pasted, focuses highlighted.		
CR B38.4 Read, comprehend, and respond to a variety of texts at personal reading level that address identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing). <ul style="list-style-type: none">a. Draw conclusions from what was read.b. Apply the ideas and information read to their own lives or to the lives of those around them.c. Answer questions that focus on identifying the author’s meaning of the text based on prior knowledge and experiences.d. Make personal connections to the texts based on prior knowledge and experiences.e. Read and re-read “just-right” texts, based on interests, and for enjoyment.f. Read and carry out directions at an appropriate personal level.		
<u>Big Ideas/Enduring Understandings</u> What do you want students to understand and be able to use several years from now? What are the BIG ideas?	<u>Essential Questions</u> Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.	

<ul style="list-style-type: none"> - Reading is an active process. - You can draw conclusions from your reading. - You can apply ideas and information from your reading to your own life. - There are different purposes for reading. - The connections you make to your reading is based on your unique background knowledge and experiences. - You can make connections to the world around you through your reading. - You can read to carry out directions. 	<ul style="list-style-type: none"> - Why do people read? - Why is it important to read “just-right” texts? - What role does reading play in daily life? - What role does your background knowledge and experiences play in making connections to what your read? - How can you connect to the world around you through your reading? - What do good readers do? - Why do people draw conclusions from their reading? - How can you apply ideas and information from your reading to your own life?
<p><u>Knowledge and Skills (Students will know and do...)</u> What key knowledge and skills will students acquire as a result of this unit? (These <u>may</u> be indicators from the curriculum)</p>	
<p>Knowledge (Students will know...) What key <u>knowledge</u> will students acquire as a result of this unit?</p>	<p>Skills (Students will know how to...) What key <u>skills</u> will students acquire as a result of this unit?</p>
<ul style="list-style-type: none"> - the importance of reading. - word attack strategies. - the purpose of drawing conclusions. - the role background knowledge and experiences play in making personal connections to text. - the role background knowledge and experiences play in applying information and ideas from reading to their own lives. 	<ul style="list-style-type: none"> - use a variety of word identification strategies to read material at their reading level. - draw conclusions from reading. - follow written directions at an appropriate personal level. - apply learning from reading to own life. - make connections to the world around them when they read. - read for enjoyment.
<p>STAGE TWO: DESIGN ASSESSMENT EVIDENCE</p>	
<p>Assessment Evidence</p>	
<p><u>Summative Assessments/Performance Tasks</u> Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.</p>	
<p>Outcomes/Objectives</p>	<p>Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:</p>
<p>CR B38.4</p>	<p>Reading Response Journals - Throughout a unit of study, give students a reading response journal and have them respond to the stories, poems, and articles they read that are related to the unit. Provide students with different sentence starters to help them with their responses.</p> <p>Venn Diagrams - Give students a graphic organizer of a Venn diagram. Students compare themselves and their personal experiences with a character in a story they read.</p>

One-On-One Interviews - Hold one-on-one interviews with each student and ask questions to determine the depth of their understanding about a given topic.

Formative Assessments

Through what multiple sources of evidence will students demonstrate their understanding on a continual basis?

These help guide instruction and provide feedback to students.

Examples of possible formative assessments include:

ABC Lists - Provide students with an “ABC” graphic organizer. Students brainstorm words, phrases, and sentences related to a topic of study that begin with each letter of the alphabet. Students can continue to add to the graphic organizer throughout the unit.

Book Share - Students take turns sharing about books they read on different topics of study. Listen for connections that students make between the books they read and their personal lives.

Concept Maps - Have students create a concept map about a topic of study. Ask students to share their maps with a classmate.

Pre-Assessments

Pre-assessments are used to determine what students know and their readiness level to inform instruction.

Examples of possible pre-assessments include:

Examples - Ask students to give you examples of teamwork to open a unit on this topic.

Exit Cards - Provide students with an exit card at the end of ELA class, before beginning a new topic on teamwork, doing the right thing, or becoming myself. Ask 2 to 3 questions that require students to share their knowledge and understanding on these topics.

Fist to Five - Print the title of a new topic on the board. Ask students to provide a “fist to five” to represent their understanding of the topic. Ask a few students to share their reason(s) for their choice. Discuss a bit about the topic to activate the students’ prior knowledge and then again ask students to provide a “fist to five.” Listen closely to discussions and use this information to help you plan your instruction.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA B38 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CR B38.4a. Draw conclusions from what was read.

- Read off a list of clues or related words about an event that is personally relevant to the students. For example: a group of people singing, mitts and scarves, move from house to house (Answer: Christmas carolling). Students use the clues to make inferences and draw conclusions.
- Cut out headlines from magazines and newspapers. Number each headline and post throughout the room. Include pictures or statements from the articles if appropriate. Students circulate around the room and decide what the article associated with each headline will be about.

CR B38.4b. Apply the ideas and information read to their own lives or to the lives of those around them.

- Have students keep a journal and write (or have someone scribe) their ideas for applying what they read to their own lives.
- Use the turn and talk on a regular basis. After reading a story or article on teamwork or doing the right thing, have students turn and talk with a partner about how they could apply what they read in their own life.

CR B38.4c. Answer questions that focus on identifying the author's meaning of the text based on prior knowledge and experiences.

- Provide students with sticky notes before beginning a new unit of study. Explain to students that each time they read an article or story, you want them to write down the intent of the author in one or two sentences. Use these sticky notes to generate discussion about the unit.
- Give students a choice of three questions to answer that focus on the author's meaning. Students choose one of the questions to answer. After answering the question, each student joins together with another student that chose the same question and they discuss their answers.

CR B38.4d. Make personal connections to the texts based on prior knowledge and experiences.

- Tell students to use double-sided arrows to record what they read with the personal connection they made. Ask students to make at least two connections each time they read a story during a unit on teamwork or becoming myself.
- Have students make personal connections to a text by having them identify what is similar and what is different between the text and their own lives.

CR B38.4e. Read and re-read "just-right" texts, based on interests, and for enjoyment.

- Provide time each day for students to read texts that they are interested in and/or enjoy reading.
- Ask students to bring in favourite books and magazines to read in class. Encourage students to sit in the "sharing" chair and talk about a book they like.

CR B38.4f. Read and carry out directions at an appropriate personal level.

- Give students a map of the school and the first of a set of "clues" that the students must read and follow to discover a "surprise."
- Take students to the Home Ec. room and have them follow the directions in a recipe.

Key Resources

Support Materials:
[Saskatchewan Online Curriculum](#)
[Treating Students with Reading Difficulties and Disabilities](#)

Compose and Create

UbD Planning Document - CC B38.1

Good Spirit School Division UbD Unit Plan		
Teacher:	Subject: ELA	Grade: Twelve – Level B38
Outcome: Compose and Create B38.1		
Context (ELA only):		Type of Unit (ELA only):
Time Frame:		
STAGE ONE: IDENTIFY THE DESIRED RESULTS		
<u>Outcome(s)</u>		
SK curriculum outcomes can be copied and pasted, focuses highlighted.		
<p>CC B38.1 Compose and create a range of visual, multimedia, oral and/or written texts at a personal readiness level that explore identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).</p> <ul style="list-style-type: none"> a. Create spoken, written, and other representations that report on a given topic. b. Communicate ideas that report on a given topic in a clear and appropriate written form. c. Deliver an oral presentation that reports on a given topic. 		
<u>Big Ideas/Enduring Understandings</u>	<u>Essential Questions</u>	
What do you want students to understand and be able to use several years from now? What are the BIG ideas?	Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.	

<ul style="list-style-type: none"> - You can report on a given topic in a number of different ways. - It is important to communicate ideas on a topic in a clear and appropriate form. - You can use visuals and multimedia text to report on a topic. 	<ul style="list-style-type: none"> - Why do people write? - How can you share information with others? - What role do my personal experiences play in reporting information on a given topic? - How should I report information and ideas on a topic? - What form is most effective to report on a topic?
<p><u>Knowledge and Skills (Students will know and do...)</u> What key knowledge and skills will students acquire as a result of this unit? (These may be indicators from the curriculum)</p>	
<p>Knowledge (Students will know...) What key <u>knowledge</u> will students acquire as a result of this unit?</p>	<p>Skills (Students will know how to...) What key <u>skills</u> will students acquire as a result of this unit?</p>
<ul style="list-style-type: none"> - visuals, multimedia, oral, and written texts can all be used to report information on a given topic. - our background experiences affect the information we share. - there are different ways to report information to others. 	<ul style="list-style-type: none"> - write to report information on a topic. - use visuals to report on a topic. - create multimedia texts to report on a topic. - share information orally. - use writing and oral presentations to report on a topic.
<p>STAGE TWO: DESIGN ASSESSMENT EVIDENCE</p>	
<p>Assessment Evidence</p>	
<p><u>Summative Assessments/Performance Tasks</u> Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.</p>	
<p>Outcomes/Objectives</p>	<p>Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:</p>
<p>CC B38.1</p>	<p>Newspaper Article - Students write a newspaper article about some aspect of the teamwork or doing the right thing. They focus on making connections to themselves and to those around them.</p> <p>Community Fair - Hold a community fair and have students create projects that promote students “doing the right thing,” “teamwork,” or “becoming myself.” Invite parents and caregivers to view the projects.</p> <p>Picture Books - Students write a picture book for younger students that demonstrates the importance of teamwork. Provide students with a set of criteria to follow when creating their picture books.</p>
<p><u>Formative Assessments</u> Through what multiple sources of evidence will students demonstrate their understanding on a continual basis? These help guide instruction and provide feedback to students.</p>	

Examples of possible formative assessments include:

Choice Boards - Give students a choice board of different representations and projects they can create to communicate ideas on specific topics.

Turn and Talk - Have students turn and talk at key points during a unit of study. Encourage students to share personal connections they make concerning the different topics.

Three Minute Pause - Take a three minute pause during new learning opportunities and have students discuss what they are learning and what questions they have about the topic.

Pre-Assessments

Pre-assessments are used to determine what students know and their readiness level to inform instruction.

Examples of possible pre-assessments include:

Carousel Brainstorming - At the start of a new unit, post chart paper with questions that target different aspects of the unit in different places of the room. Students circulate around the room and answer the questions.

Inside-Outside Circle - Divide the students into two groups. One group forms the inside circle and one group forms the outside circle. Students discuss the new topic with the classmate directly in front of them. After a set amount of time, students in the outside circle move to the person on their right and continue the discussion with their new classmate.

Class Discussion - Hold a class discussion before beginning a new unit of study. Encourage students to share what they know about the topic.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA B38 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CC B38.1a. Create spoken, written, and other representations that report on a given topic.

- Provide students with step-by-step instructions for creating different types of representations for their reports.
- Encourage students to create a unique or unusual book report. Students may dress like a character from the book, create a pizza box report, do a power point presentation, make a movie, etc.

CC B38.1b. Communicate ideas that report on a given topic in a clear and appropriate written form.

- Model how to present a report. Discuss the importance of speaking clearly, using vocabulary that others can understand, etc.
- Have students work with a partner on a report so they can support each other throughout the process.

CC B38.1c. Deliver an oral presentation that reports on a given topic.

- Each day have a different student be the “news” reporter. At the start of class, the “news” reporter sits at a table and talks about the weather, upcoming events, and any other areas of interest.
- Brainstorm a list of topics that are personally meaningful to the students. Write these topics on small slips of paper. At different points during the year, have students draw a slip of paper and give a one to two minute talk on the topic.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)

UbD Planning Document - CR B38.2

Good Spirit School Division UbD Unit Plan		
Teacher:	Subject: ELA	Grade: Twelve – Level B38
Outcome: Compose and Create B38.2		
Context (ELA only):		Type of Unit (ELA only):
Time Frame:		
STAGE ONE: IDENTIFY THE DESIRED RESULTS		

Outcome(s) SK curriculum outcomes can be copied and pasted, focuses highlighted.	
<p>CC B38.2 Create a variety of ways to represent understanding (dramatization, pictures, sounds, physical movements, charts, models, drawings, etc.) as appropriate to personal readiness level that explore identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).</p> <p>a. Use visual aids to present information in a report. b. Organize information in a clear, meaningful manner appropriate to personal readiness level. c. Choose an appropriate way to present information in a report.</p>	
<u>Big Ideas/Enduring Understandings</u> What do you want students to understand and be able to use several years from now? What are the BIG ideas?	<u>Essential Questions</u> Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.
<ul style="list-style-type: none"> - There are many different ways to report information. - A report should be organized in a clear, meaningful manner. - Visual aids can be used to present information in a report. 	<ul style="list-style-type: none"> - What visuals can be included in a report? - How can visuals enhance a report that I am sharing with others? - Why is it important to organize my report in a clear and meaningful manner? - Why do we use visuals and/or multimedia texts in our reports?
<u>Knowledge and Skills (Students will know and do...)</u> What key knowledge and skills will students acquire as a result of this unit? (These <u>may</u> be indicators from the curriculum)	
Knowledge (Students will know...) What key <u>knowledge</u> will students acquire as a result of this unit?	Skills (Students will know how to...) What key <u>skills</u> will students acquire as a result of this unit?
<ul style="list-style-type: none"> - there are different ways to report information to others. - reports must be presented in a logical way so viewers will understand. - background knowledge and experiences influence the information we share. 	<ul style="list-style-type: none"> - use dramatization, sounds, and movement to report information on a given topic. - use pictures, charts, models, and drawings to report information on a given topic - use a variety of different ways to report information. - organize information in a clear and meaningful manner. - revise and change reports to make them more effective for viewers.
STAGE TWO: DESIGN ASSESSMENT EVIDENCE	
Assessment Evidence	

<u>Summative Assessments/Performance Tasks</u>	
Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.	
Outcomes/Objectives	Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:
CC B38.2	Trading Cards - Students create characters that promote “teamwork” and “doing the right thing.” They give their characters catchy names and provide details about their characters on the trading cards. Students use knowledge gained in the different units to come up with their characters.
	Dioramas - Each student creates a diorama that depicts an example of teamwork. Students present the dioramas to their classmates and then put them on display in the library.
	Digital Portfolios - Throughout a unit of study, have students take pictures of different projects and activities they complete. Students add text to their pictures to describe what they learned and the connections they made from their learning to their own lives.
<u>Formative Assessments</u>	
Through what multiple sources of evidence will students demonstrate their understanding on a continual basis? These help guide instruction and provide feedback to students.	
Examples of possible formative assessments include:	
Discussions - Hold discussions at different points during a unit to discover what students have learned and what instruction is still needed about a specific topic.	
Double Entry Journals - Encourage students to keep double entry journals where they write new learnings on the left hand side of the page and their responses on the right hand side of the page.	
Four Corners - Put a poster that has “strongly agree,” “agree,” “strongly disagree,” or “disagree” in each corner of the classroom. Read out a statement and have students move to the corner of the room that matches their response.	
<u>Pre-Assessments</u>	
Pre-assessments are used to determine what students know and their readiness level to inform instruction.	
Examples of possible pre-assessments include:	
ABC Lists - Provide students with a topic of an upcoming unit. Ask students to brainstorm words related to that topic of study on an ABC graphic organizer.	
Ask Three Questions - Have students jot down three questions they would like answered during an upcoming unit of study.	
Draw Something - Ask students to “draw something” related to a new topic.	
STAGE THREE: CREATE THE LEARNING PLAN	
<u>Instructional Plan</u>	
The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Métis Content integration and technology integration.	

The instructional plan will depend on the unique learning needs of the students in each ELA B38 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CC B38.2a. Use visual aids to present information in a report.

- Provide students with a choice board of visual aids they could use in a report. Encourage students to use at least two different visual aids when presenting their report.
- Give each student a three-sided presentation board and have them design their report presentation on this board.

CC B38.2b. Organize information in a clear, meaningful manner appropriate to personal readiness level.

- Create a newspaper or magazine as a class. Model how to organize information and write articles before students create their own articles. Encourage students to use diagrams, charts, pictures, etc. in their reporting.
- After students create a visual, have them share with at least two classmates. The classmates ask questions and identify any parts of the visual that are unclear or that they don't understand. Students use this feedback to improve their visual.

CC B38.2c. Choose an appropriate way to present information in a report.

- Students use dramatization, puppet plays, or movement to present information they learn during a teamwork or doing the right thing unit.
- Provide students with a list of options they could use to present information they have researched for a report.

Key Resources

Support Materials:

- [Saskatchewan Online Curriculum](#)
- [Treating Students with Reading Difficulties and Disabilities](#)

UbD Planning Document - CC B38.3

Good Spirit School Division UbD Unit Plan		
Teacher:	Subject: ELA	Grade: Twelve – Level B38
Outcome: Compose and Create B38.3		
Context (ELA only):		Type of Unit (ELA only):
Time Frame:		
STAGE ONE: IDENTIFY THE DESIRED RESULTS		
<p><u>Outcome(s)</u></p> <p>SK curriculum outcomes can be copied and pasted, focuses highlighted.</p>		

<p>CC B38.3 Speak clearly and audibly to present ideas, information and experiences at a personal readiness level that explore identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).</p> <p>a. Provide a beginning, a middle and an end to an oral presentation that presents information in a report. b. Use oral language for a specific purpose outside of class instruction. c. Recount experiences, stories, and current events in a logical sequence with appropriate details. d. Give directions to help or explain. e. Make relevant contributions to class.</p>	
<p align="center"><u>Big Ideas/Enduring Understandings</u></p> <p align="center">What do you want students to understand and be able to use several years from now? What are the BIG ideas?</p>	<p align="center"><u>Essential Questions</u></p> <p align="center">Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.</p>
<ul style="list-style-type: none"> - I can share information with others through speaking. - A good presentation has a beginning, middle, and end. - I can use oral language to give directions to help. - I can use oral language to explain. - I can provide appropriate details in the information I am sharing. - My personal experiences are important and influence what I have to say. - I can make relevant contributions to class discussions. 	<ul style="list-style-type: none"> - Why is it important to speak clearly to others? - How can I make someone understand what I am saying? - What role do my personal experiences play in the information I share? - What do good speakers do? - How can I clearly explain or give directions to others? - How can I make a relevant contribution to class discussions?
<p align="center"><u>Knowledge and Skills (Students will know and do...)</u></p> <p align="center">What key knowledge and skills will students acquire as a result of this unit? (These <u>may</u> be indicators from the curriculum)</p>	
<p align="center">Knowledge (Students will know...)</p> <p align="center">What key <u>knowledge</u> will students acquire as a result of this unit?</p>	<p align="center">Skills (Students will know how to...)</p> <p align="center">What key <u>skills</u> will students acquire as a result of this unit?</p>
<ul style="list-style-type: none"> - their personal experiences play an important role in sharing information. - oral presentations have a beginning, a middle, and an end. - it is important to provide details when sharing information. - everyone can make positive contributions to class discussions. - oral language can be used to give directions or explain something to others. 	<ul style="list-style-type: none"> - use the spoken word to share information. - share information by providing a beginning, a middle, and an end. - explain something and give directions to others. - add appropriate details to the sharing of information. - make relevant contributions to class discussions.
<p align="center">STAGE TWO: DESIGN ASSESSMENT EVIDENCE</p>	
<p align="center">Assessment Evidence</p>	

Summative Assessments/Performance Tasks

Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.

Outcomes/Objectives	Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:
CC B38.3	Interviews - Students conduct an interview with another classmate, a community member, or someone in their family. Brainstorm questions before the interviews. Students then present information gained on teamwork or doing the right thing in oral or written form.
	One Minute Speeches - After a unit on becoming myself or teamwork, students give a one minute speech on what they learned during the unit.
	Scavenger Hunt (talking) - Give students a scavenger hunt on a current topic of study. Students ask school personnel and/or other students questions on the scavenger hunt. They continue to find people to answer the questions until they have completed the scavenger hunt. Students present the information they discovered to the rest of the class. Circulate around the school while the students are on the scavenger hunt and take notes on how students are speaking and interacting with others.

Formative Assessments

Through what multiple sources of evidence will students demonstrate their understanding on a continual basis?

These help guide instruction and provide feedback to students.

Examples of possible formative assessments include:

Tell Something - During a unit of study on becoming myself or doing the right thing, have students “tell something” to a partner that they have learned about the topic.

Venn Diagrams - Students complete a Venn Diagram as a class on two books or guest speakers that focus on teamwork. Create the Venn Diagram on the white board and encourage all students to participate in the activity. Students orally provide responses and have a scribe write them on the Venn Diagram.

Teach Someone - Have students take one aspect of what they learned during a unit of study and teach it to someone else. Encourage students to be creative in planning how they will teach the information.

Pre-Assessments

Pre-assessments are used to determine what students know and their readiness level to inform instruction.

Examples of possible pre-assessments include:

Entrance Tickets - Before beginning a new unit, have students complete an entrance ticket that contains a few targeted questions. Read over the students’ answers to determine what they know about the topic.

I Have Who Has - Provide each student with an “I Have Who Has” card. Beginning with the student who has card 1, students read out the clues on their cards until everyone has had a turn and responded.

Inside-Outside Circle - Create two circles of students. Each student should be facing another student. Ask questions or make statements related to an upcoming topic of study and have students discuss with their partner.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA B38 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CC B38.3a. Provide a beginning, a middle and an end to an oral presentation that presents information in a report.

- Provide students with a checklist that outlines the different parts of a report. As students gather information for their report, they use the checklist to ensure they have all needed information.
- Students peer assess each other during report presentations. Peer assessors listen to determine if the presentation contains a beginning, a middle and an end.

CC B38.3b. Use oral language for a specific purpose outside of class instruction.

- Provide opportunities for students to interact with community members or school personnel outside of the classroom. Students could interview, request information, etc.
- Visit a special care home in the community. Provide students with a list of questions they could ask residents to find out more information about them. When students return to school, discuss what students discovered during their visit.

CC B38.3c. Recount experiences, stories, and current events in a logical sequence with appropriate details.

- Establish a Monday morning sharing time. Each student orally shares an experience from the weekend, a story, or a current event with the rest of the class.
- Bring in a current event involving students in different parts of the world. Share the current event and have students discuss.

CC B38.3d. Give directions to help or explain.

- Hold an activity day for a group of younger children. Put each student in charge of an activity. Students must clearly explain directions or help younger students complete the different activities.
- At an open house or parent night, have students act as guides or set up an information table. Students answer questions about the school and its programs.

CC B38.3e. Make relevant contributions to class.

- Take a survey of your students' interests. Build these into your lessons to ensure all students have something to contribute to class discussions.
- Make learning personally relevant to students by providing them with real life examples so they are able to personally connect with their learning.

Key Resources

Support Materials:[Saskatchewan Online Curriculum](#)[Treating Students with Reading Difficulties and Disabilities](#)

UbD Planning Document - CC B38.4

Good Spirit School Division UbD Unit Plan		
Teacher:	Subject: ELA	Grade: Twelve – Level B38
Outcome: Compose and Create B38.4		
Context (ELA only):	Type of Unit (ELA only):	
Time Frame:		
STAGE ONE: IDENTIFY THE DESIRED RESULTS		
<u>Outcome(s)</u>		
SK curriculum outcomes can be copied and pasted, focuses highlighted.		
<p>CC B38.4 Write to communicate ideas, information, and experiences at a personal readiness level that explore identity (e.g. Becoming Myself), community (e.g. Teamwork), and social responsibility (e.g. Doing the Right Thing).</p> <ol style="list-style-type: none"> Work through the stages of the writing process (pre-writing, drafting, revising, etc.). Write clear and coherent sentences in a report. Represent ideas, information and experiences in a written form appropriate to personal readiness level. If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence. Write personal letters, thank-you notes, invitations, etc. 		
<u>Big Ideas/Enduring Understandings</u>	<u>Essential Questions</u>	
What do you want students to understand and be able to use several years from now? What are the BIG ideas?	Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.	

<ul style="list-style-type: none"> - Sometimes it is important to polish a piece of writing. - I use writing throughout my daily life for a variety of purposes. - It is important to think about my audience when I am producing a piece of writing. - I can write to report information. - Paragraphs have an opening sentence, a middle, and a closing sentence. 	<ul style="list-style-type: none"> - What do good writers do? - When is it important to work through the writing process? - How does my audience shape my writing? - Why do I write? - Will a reader understand what I have written? - Should my writing have a beginning, middle, and an end? Why or why not? - How can I best share information?
<p><u>Knowledge and Skills (Students will know and do...)</u> What key knowledge and skills will students acquire as a result of this unit? (These <u>may</u> be indicators from the curriculum)</p>	
<p>Knowledge (Students will know...) What key <u>knowledge</u> will students acquire as a result of this unit?</p>	<p>Skills (Students will know how to...) What key <u>skills</u> will students acquire as a result of this unit?</p>
<ul style="list-style-type: none"> - the stages of the writing process. - the purpose of writing. - the mechanics of writing a sentence and/or paragraph, as appropriate. - paragraphs have a beginning, middle, and an end. 	<ul style="list-style-type: none"> - write a complete sentence. - convey meaning through their writing. - write for a variety of purposes. - practice the behaviours of good writers. - write paragraphs with an opening sentence, a middle, and a closing sentence. - write a report.. - write personal letters, thank-you notes, invitations, etc.
<p>STAGE TWO: DESIGN ASSESSMENT EVIDENCE</p>	
<p>Assessment Evidence</p>	
<p><u>Summative Assessments/Performance Tasks</u> Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.</p>	
<p>Outcomes/Objectives</p>	<p>Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:</p>
<p>CC B38.4</p>	<p>Teach Someone - Make a list of different skills and concepts related to writing and/or the writing process (writing a complete sentence, using interesting word, editing, revising, etc.). Students choose a skill or concept and teach it to one of their classmates. Before beginning this activity, be sure to provide students with a list of criteria they must follow in their planning and teaching.</p>

	<p>Writing Process (writing samples at each stage of the process) - Throughout a unit of study, ask students to compile a collection of writing samples that demonstrate each stage of the writing process (planning, drafting, revising, editing, final copy. Students may use one piece of writing at each stage or include samples from different pieces of writing. Interview students to determine their level of understanding with the writing process.</p>
	<p>Informational Text - Have students create a written informational text related to a unit of study such as teamwork or becoming myself. Students share their texts with the rest of the class.</p>
<p><u>Formative Assessments</u></p> <p>Through what multiple sources of evidence will students demonstrate their understanding on a continual basis? These help guide instruction and provide feedback to students.</p>	
<p>Examples of possible formative assessments include:</p> <p>Drawing Journals - Give students journals and have them respond by drawing and making notes about different activities and projects they complete in class related to a specific topic of study. Encourage students to make connections from the activities and projects to their own lives and the lives of those around them.</p> <p>Graphic Organizers - Provide students with graphic organizers for the different stages of the writing process. Study the responses on the graphic organizers to determine if students understand expectations at each of the different stages.</p> <p>Learning Logs - Students keep a learning log of what they discover during a unit of study. Read through the learning logs periodically and ask students questions to elicit deeper understanding.</p>	
<p><u>Pre-Assessments</u></p> <p>Pre-assessments are used to determine what students know and their readiness level to inform instruction.</p>	
<p>Examples of possible pre-assessments include:</p> <p>Peer Interviews - At the start of a unit on teamwork, have the students interview a peer on teamwork. Students then present their findings to the rest of the class.</p> <p>Questionnaires - Create a questionnaire on a current unit of study. Students answer the questionnaires before beginning the new unit.</p> <p>3-2-1 - Give students a 3-2-1 graphic organizer. Students record three things they know about a topic, two questions they have, and one project they would like to complete related to the topic.</p>	
<p><u>Outcomes/Objectives</u></p>	
<p><u>Instructional Plan</u></p> <p>The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Métis Content integration and technology integration.</p>	

The instructional plan will depend on the unique learning needs of the students in each ELA B38 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

CC B38.4a. Work through the stages of the writing process (pre-writing, drafting, revising, etc.).

- Have students write autobiographies that focus on the unit "Becoming Myself." Students work through the writing process as they complete their autobiographies.
- Students compose poems about teamwork. Provide outlines for students and have them use the different stages of the writing process to come up with their final copy.

CC B38.4b. Write clear and coherent sentences in a report.

- Students choose a topic of interest from a list and write a report on that topic.
- Encourage students to use peers to help them with the editing and revising process.

CC B38.4c. Represent ideas, information and experiences in a written form appropriate to personal readiness level.

- Discuss different formats that students may use to report information. Provide samples of each format.
- Students choose a format to report on a topic of their choice.

CC B38.4d. If appropriate, write paragraphs with an opening sentence, a middle, and a closing sentence.

- While working on the "Doing the Right Thing" or "Teamwork" topic, have students write paragraphs that summarize their ideas on these topics.
- Students keep journals during the "Becoming Myself" unit and write a paragraph each Friday on what they have learned through the week's activities.

CC B38.4e. Write personal letters, thank-you notes, invitations, etc.

- Students compose a letter to a parent, grandparent, or other significant person in their life. They talk about all the things this person has done to help them become the person they are today.
- Have students write letters to a younger class about the importance of teamwork. Students use the ideas they learned during the teamwork unit and share them with the younger students.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)

Assess and Reflect

UbD Planning Document - AR B38

Good Spirit School Division UbD Unit Plan		
Teacher:	Subject: ELA	Grade: Twelve – Level B38
Outcome: Assess and Reflect AR B38		
Context (ELA only):		Type of Unit (ELA only):
Time Frame:		
STAGE ONE: IDENTIFY THE DESIRED RESULTS		
<p style="margin: 0;">Outcome(s)</p> <p style="margin: 0;">SK curriculum outcomes can be copied and pasted, focuses highlighted.</p>		
<p>AR B38.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.</p> <p style="margin-left: 20px;">a. Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.</p> <p>AR B38.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.</p> <p style="margin-left: 20px;">a. Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.</p> <p style="margin-left: 20px;">b. Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.</p> <p style="margin-left: 20px;">c. Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.</p> <p>AR B38.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.</p> <p style="margin-left: 20px;">a. Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.</p> <p style="margin-left: 20px;">b. Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.</p>		
<p><u>Big Ideas/Enduring Understandings</u></p> <p>What do you want students to understand and be able to use several years from now? What are the BIG ideas?</p>	<p><u>Essential Questions</u></p> <p>Open-ended questions that stimulate thought and inquiry linked to the content of the enduring understandings.</p>	
<ul style="list-style-type: none"> - Goals help us to succeed. - We can change goals when needed. 	<ul style="list-style-type: none"> - Why is it important to set goals? - How can we assess the progress of our goals? - Why is it important to assess the progress of our goals? - When is it appropriate to change our goals? - How do goals help us succeed? 	

<u>Knowledge and Skills (Students will know and do...)</u>	
What key knowledge and skills will students acquire as a result of this unit? (These <u>may</u> be indicators from the curriculum)	
Knowledge (Students will know...) What key <u>knowledge</u> will students acquire as a result of this unit?	Skills (Students will know how to...) What key <u>skills</u> will students acquire as a result of this unit?
- the behaviours of good readers, writers, speakers, listeners, and viewers. - the steps for goal setting.	- set goals. - write a goal. - assess progress towards a goal. - identify level of progress using criteria or a rubric. - reflect on progress level.
STAGE TWO: DESIGN ASSESSMENT EVIDENCE	
Assessment Evidence	
<u>Summative Assessments/Performance Tasks</u>	
Assessments of what students know and can do aligned to the outcomes. They are a snapshot in time used for reporting and evaluating.	
Outcomes/Objectives	Provide students with criteria and samples of learning for each type of assessment so students are clear on expectations. Examples of Summative Assessments/Performance Tasks include:
AR B38.1, AR B38.2, AR B38.3	Choice Boards - Provide students with a choice board of activities they can use to demonstrate their knowledge of being good readers, writers, listeners, etc.
	News Reporter - Students imagine they are a news reporter and are writing an article for younger students on how to be a good listener, reader, or writer. Co-construct criteria with students before beginning this assignment. Students use the list of criteria to ensure they have included all needed aspects of the article and the target behaviour.
	Performance Tasks - Throughout the term, provide opportunities for students to demonstrate mastery of the goals they have set in ELA. Provide a series of tasks that allow students to demonstrate their knowledge and understanding.
<u>Formative Assessments</u>	
Through what multiple sources of evidence will students demonstrate their understanding on a continual basis? These help guide instruction and provide feedback to students.	

Examples of possible formative assessments include:

Peer and Teacher Assessments - At different points during the term, complete peer and teacher assessments of student behaviours in the reading, writing, speaking, listening, viewing, and representing areas. Review proper protocol for each of these areas beforehand so students know what is expected.

Speeches - Have students give a speech on “How to Be a Good _____ (reader, writer, listener, or speaker).” Students can practice these speeches and present to younger students. Use information provided in the speeches to determine further instruction.

Matching Activity - Give students a matching activity of positive and negative behaviours in the different language arts areas. If students identify a behaviour as negative, have them explain why it is a negative behaviour and how the behaviour would have to change to be positive.

Pre-Assessments

Pre-assessments are used to determine what students know and their readiness level to inform instruction.

Examples of possible pre-assessments include:

ABC Lists - At the start of the year, give students an ABC graphic organizer. Students write down all the words related to assessment and goal setting in the ELA area that they can think of.

Give One Get One - Begin a series of ELA classes with the “Give One Get One” strategy. On the first day, encourage students to record three behaviours of “good readers.” Students then circulate throughout the classroom and “give” one of their ideas to a classmate and “get” an idea in return. Once students have gathered three more ideas, discuss the different behaviours with the whole class. On the second day, focus on “good writers,” then on the third day “good listeners,” etc.

List Three Things - Give students a graphic organizer with the titles, “Good Listener,” “Good Reader,” “Good Speaker,” and “Good Writer.” Have students write three things under each title.

STAGE THREE: CREATE THE LEARNING PLAN

Instructional Plan

The Instructional Plan should include a sequence of lessons, teaching strategies, and information on First Nation, Inuit and Metis Content integration and technology integration.

The instructional plan will depend on the unique learning needs of the students in each ELA B38 class. Through pre- and formative assessments, plan activities and learning opportunities that target your students' unique learning needs. Possible activities and strategies may include:

AR B38.1 Identify the behaviours of good readers, writers, listeners, speakers, and viewers.

a. Discuss the behaviours of good readers, writers, listeners, speakers, and viewers.

- Ask students to think of specific examples of times when they, or someone they knew, exhibited the behaviours of a good reader, writer, listener, etc. Encourage students to identify why this made them a good reader, writer, listener, etc. and why exhibiting good behaviours is important.
- Take students to a school event. After the event, hold a discussion and ask students to identify students who were exhibiting good listening, speaking, etc. behaviours at the school event.

AR B38.2 Reflect and assess own reading, writing, listening, speaking, viewing, and other representing experiences based on set criteria.

a. Reflect on reading, writing, listening, speaking, viewing, and representing by explaining what is effective.

- Provide opportunities for students to practice the various ELA behaviours. After each opportunity, take the time to have students reflect, assess, and discuss their behaviours.
- As a class, develop a list of criteria for each of the different ELA behaviours. Allow students to review this criteria list both before and after learning opportunities.

b. Reflect on own strategies for reading, writing, listening, speaking, viewing, and representing.

- Give students a journal at the beginning of a new term. Students will record their reflections on the strategies they used during various reading, writing, listening, etc. opportunities.
- Videotape students during a presentation and have them view the videotape and reflect on their behaviours.

c. Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.

- Provide students with informal self-assessments that they can use to reflect on their own abilities.
- Co-construct a simple checklist that lists the criteria that students must exhibit when reading, writing, speaking, etc. Students check off the behaviours they feel they exhibited after a targeted learning opportunity.

AR A38.3 Set personal goals to view, listen, read, speak, write, and use other forms of representing more effectively and establish a plan for achieving them.

a. Apply criteria to judge the quality of their reading, writing, listening, speaking, viewing, and representing.

- Provide students with informal self-assessments that they can use to reflect on their own abilities.
- Co-construct a simple checklist that lists the criteria that students must exhibit when reading, writing, speaking, etc. Students check off the behaviours they feel they exhibited after a targeted learning opportunity.

b. Set goals based on quality of their reading, writing, listening, speaking, viewing, and representing.

- Students use the self-assessments or co-constructed criteria checklists to set personal goals for reading, writing, listening, etc.
- At various points during ELA class, have students revisit goals and if goals are met, have them set new goals based on data they gather about their behaviours.

Key Resources

Support Materials:

[Saskatchewan Online Curriculum](#)

[Treating Students with Reading Difficulties and Disabilities](#)