

English Language Arts 7

Curriculum Guide

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English Language Arts 7

Curriculum Guide

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Inclusive Education

Inclusive education is a commitment to ensuring a high-quality, culturally and linguistically responsive and equitable education to support the well-being and achievement of every student.

- Stimulating and accessible learning opportunities that keep every student engaged, challenged, and inspired.
- Ensuring that every student sees themselves reflected throughout their schools, learning resources, and learning experiences.
- Developing a culture of high expectations for every student.

Learning through the lens of Competencies and Skills

In 2015 the Council of Atlantic Ministers of Education and Training (CAMET) released their findings to a review of the Atlantic Canada Essential Graduation Learnings which had been developed in 1995 as a framework for curriculum development. The review questioned whether the existing model responded to the changing demands of work and life in the 21st century. This review resulted in an updated document, the Essential Graduation Competencies, placing emphasis on the importance of articulating clear statements of what learners are expected to know, be able to do, and reflect on by the time they graduate from high school. These competencies describe expectations, not in terms of individual curricular areas but in terms of attitudes, skills, and knowledge developed throughout the curricula.



What are competencies?

Competencies are an interrelated set of attitudes, skills and knowledge that is drawn upon and applied in a particular context for learning and living. Competencies are developed over time through engagement in learning experiences and a supportive learning environment.

Citizenship (CZ)

Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyse cultural, economic, environmental, and social issues, make decisions, judgment, solve problems, and act as stewards in a local, national, and global context.

Personal-Career Development (PCD)

Learners are expected to become self-aware and self-directed individuals who set and pursue goals. They understand and appreciate how culture contributes to work and personal life roles. They make thoughtful decisions regarding health and wellness, and career pathways.

Communication (COM)

Learners are expected to interpret and express themselves effectively through a variety of media. They participate in critical dialogue, listen, read, view, and create for information, enrichment, and enjoyment.

Creativity and Innovation (CI)

Learners are expected to demonstrate openness to new experiences, engage in creative processes, to make unexpected connections, and to generate new and dynamic ideas, techniques, and products. They value aesthetic expression and appreciate the creative and innovative work of others.

Critical Thinking (CT)

Learners are expected to analyse and evaluate evidence, arguments, and ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.

Technological Fluency (TF)

Learners are expected to use and apply technology to collaborate, communicate, create, innovate, and solve problems. They use technology in a legal, safe, and ethically responsible manner to support and enhance learning.

Curriculum

Curriculum outcomes are statements of what a learner is expected to know and is able to do. Outcomes provide context for **skill** development in relation to **concepts**.

- **Indicators** are statements that are framed by related **skills** and **concepts** in order to indicate the depth of understanding of the concept in relation to the outcome. Guiding questions are offered as possible ways to approach learning associated with the skill and concept.
 - **Skills** contribute to the development of competencies. Each skill has a grade level appropriate definition that was developed from the competencies.
 - **Concepts** are the key ideas, information, and theories that learners come to know through the aligned skill.

Competencies can be used by teachers to frame learning experiences. Depending on the ways learners engage with a particular indicator, any and all competencies could be developed. However, the competencies listed at the end of each indicator are those that best align with the skills and concepts described.


Course Delivery

Learning will be enhanced through an inquiry-based approach that is driven by the natural curiosity of learners to question, explore, and make sense of their world. The interconnected language processes of speaking, listening, reading, writing, viewing and representing are all enriched when learners engage in inquiry. Through real-world questions of interest, learners can build upon their prior knowledge and lived experiences. The teacher plans for, guides, and provides explicit instruction and supports needed for learners during this approach. It will be important for teachers to support students as they engage in inquiry. Careful consideration will be needed on how to scaffold through structured, guided, and finally toward open, independent inquiry.

This approach supports learners in a deeper connection to and understanding of concepts, offering expanded opportunities for learning in relation to outcomes in a meaningful way.

Additionally, there are opportunities to deliver the curriculum through an interdisciplinary approach as learners develop skills and competencies, and explore concepts across multiple subjects.

Inquiry Based Learning



Inquiry-based learning is an approach that promotes inquiry, the creation of ideas, and observation. The process typically involves investigations, aimed at answering a big question or solving a problem. These investigations require that students learn how to develop questions, look for information, and to identify possible solutions or conclusions.

As learners engage with inquiry in language arts they:

- explore real-world questions, issues, problems
- develop questioning, research and communication skills
- solve problems
- collaborate with peers and others
- develop skills and deepen essential knowledge in language processes
- make connections and deepen understanding of self, world and texts
- adapt and apply what they have learned
- communicate new ideas and knowledge with others

How inquiry based learning benefits learners:

- Makes learning relatable and relevant for learners
- Provides motivation through contextual learning
- Helps learners integrate and practice skills in relation to concepts learned in the classroom
- Creates opportunities for development of skills and success in learning

What could it look like in the classroom?	How do I know it's working?	For example:
<p>Learners will:</p> <ul style="list-style-type: none"> • Engage in creative processes for communicating • Explore, develop and share ideas • Assess experiences and opportunities • Set goals and action plans • Demonstrate self-awareness • Take risks • Consider perspectives • Practice comprehension strategies 	<p>Learners are developing as:</p> <ul style="list-style-type: none"> • Effective and responsive communicators • Flexible collaborators • Thoughtful meaning-makers • Critical readers and viewers • Flexible and fluent language-users • Calculated risk takers • Reflective leaders • Adaptive and resilient problem-solvers • Self-aware learners 	<p>Learners will:</p> <p>Engage in a range of processes for communicating</p> <p>To become effective and responsive communicators</p> <p>When they engage in the writing, design and research processes through the workshop model to develop communication forms.</p>

One approach teachers may choose to engage in inquiry is: Project Based Learning

Project Based Learning

Using "big ideas" as a starting point, students learn through practical projects that require them to acquire a thorough understanding of the subject that they can apply in the real world. This approach engages students in formulating questions, investigating for answers, building new understandings, communicating their learning to others, while developing critical thinking skills, collaboration, communication, reasoning, synthesis skills, and resilience. Project Based Learning typically is concluded with a final product that is presented to a school and/or a community-based audience.

Engaging in Inquiry - The Relationship between Process and Product

Process	Product
A series of steps designed to lead to a particular outcome or goal.	The outcome or goal of a process.
<i>How</i> learning happens.	<i>What</i> has been learned.

Learning language and using language to learn through an inquiry-based approach involves engaging learners through experiences that speak to issues, themes and questions that spark their interests.

Inquiry-based language arts instruction encourages the development of language processes by taking into account the interests and learning needs of learners. Through explicit instruction, practice, and applying feedback, learners develop processes and strategies associated with listening, reading, viewing, speaking, writing and representing.

Assessment for learning occurs throughout the learning process. Teachers use this form of assessment to plan the next steps to advance student learning. They adjust instructional strategies, resources, and environments to effectively help all students learn. Reflection on this information helps teachers to evaluate the effectiveness of their instructional approaches and to consider how they might adapt them to address learners' needs. Planning for assessment of both process and product allows teachers to gauge what learners know and can do as they progress within a learning experience. Planned opportunities for assessment throughout the learning experience allow teachers to offer feedback and provide further guidance and support in relation to learners' individual learning needs.

How to Use This Guide

Outcome: Learners will analyse the accuracy, reliability, validity, and bias in a range of written, audio, visual, and digital communication forms.

Curriculum outcomes are statements of what a learner is expected to know and is able to do. Outcomes provide context for skill development in relation to the learning of concepts.

Rationale

Learners are offered opportunities to examine multiple communication forms. reliability, validity, and bias influence meaning. Learners will compare and question a variety of sources to develop a critical lens on what they hear, say, view, and write. Learners are mindful of their perspectives, and the perspectives of others in the analysis of texts

The rationale provides a context for learning in relation to the concepts and skills learners will explore in this outcome.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)
- Technological Fluency (TF)

Learning experiences are designed to allow learners to engage with the competencies.

Indicators

- Select reliable sources (CT/TF)
- Compare the accuracy of information from a variety of sources
- Apply strategies for choosing valid information from a range of communication forms (CZ/COM/CT/TF)
- Investigate how bias influences the message of communication

The indicators support the development of skills and concepts in relation to the outcomes. Teachers have discretion to modify and develop indicators to best support learners in meeting the outcomes

Competencies are listed at the end of each indicator. These are closely aligned with the combination of the skill and concept that are found in the indicator. They can provide support in finding learning experiences.

Concepts and (Guiding Questions)

Reliability

- How do I know if a source is reliable?
- Why is it important to use reliable sources?
- What do I do if I am not sure if a source is reliable?

The concepts provide the context for skill development. Concepts are the key ideas, information, strategies, processes, and theories that learners come to know through the aligned skill.

Accuracy

- Why is it important to use accurate information?
- How do I know if the information is accurate?
- How can comparing information from different sources help to determine accuracy?
- How can I use reliable sources to determine accuracy of new information?

The guiding questions can provide starting points for inquiry and guide the development of skills and competencies.

Validity

- How do I know if the information is relevant to my question or idea?
- How do I know if information is appropriate in relation to a question or idea?
- How can valid information help to support a question or idea?

Bias

- Why should I question what I hear, see, and read?
- Why should I question what I think I know?
- How can I identify bias in communication forms?

- How do different perspectives impact my understanding of the message?
- How do I recognize when an author favours one perspective over another?

Skills

Analyse

Gather and select appropriate information; determine accuracy of information; identify perspectives, communicate findings.

The first skill defined is the outcome skill and the others are the skills found in the indicators.

Select

Locate several relevant and dependable details to support an answer.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Apply

Carry out, use, or complete a procedure/technique.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives and communicate findings.

Background Knowledge

In grade six learners begin to explore stereotyping, bias and prejudice and identify them in texts. They consider how author's word choice impacts their writing and how they are perceived. In grade seven, learners begin to analyse accuracy of communication forms. In grade eight, learners continue to develop

The background knowledge provides an overview of the learners' experiences in relation to the skills and concepts of the outcome.

Some courses include a table that describes the scope and sequence of the skills and concepts for this outcome.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. Exploration of skills and concepts for this outcome can be done in any order, but the progression of learning is based on the progression of learning. The experience described below is presented in a way that addresses the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may *investigate how bias influences the message of communication forms* while they are learning how to *compare the accuracy of information from a variety of sources*.

For each outcome you will find one sample learning experience relating to the skills, concepts, and competencies for a specific indicator.

Indicators

- Select reliable sources (CT/TF)
- Compare the accuracy of information from a variety of sources (CZ/COM/CT/TF)
- Apply strategies for choosing valid information from a range of [communication forms](#) (CZ/COM/CT/TF)
- Investigate how bias influences the message of [communication forms](#) (COM/CT/CZ/TF)

Overview

This learning experience can be used to support inquiry in relation to a central inquiry question. The suggested central inquiry question provided in this example is: *How does bias influence the message of health behaviours?* In this learning experience, learners are provided with opportunities to compare the accuracy (quality and correctness) of information from a variety of sources. Learners will have already developed strategies for selecting reliable resources and have been introduced to the concept of healthy decision-making.

This provides a quick description of the learning experience outlined in detail below.

Possible cross-curricular link: This learning experience provides opportunities to link to concepts and guiding questions and resources from healthy living 7.

The teacher models strategies on how to compare a range of sources to identify bias. Learners then work in small groups to practice these strategies with guidance.

This section provides an overview of how assessment is embedded within the learning experience. The evidence of learning corresponds to the acquisition of skills and the understanding of concepts related to the outcome.

Evidence of Learning for the indicator:

Compare the accuracy of information from a variety of sources

For this indicator, evidence can be gathered as learners explore information for accuracy and range of sources. Evidence can be gathered as learners make observations and identify similarities and differences they identify in information from a range of sources and offer their interpretations.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for instruction.

Description of learning experience for the indicator:

Compare the accuracy of information from a variety of sources

This section details the steps for the sample learning experience and identifies the indicator in focus.

Potential Guiding Questions


- Why is it important to use accurate information?

Guiding questions that relate to the concepts of the sample learning experience are listed here to help launch student inquiry.

The teacher can then guide learners to offer their interpretations about whether the health claims were accurate or inaccurate based on their findings. Learners can communicate their findings by recreating the image, advertisement, social media post etc. using accurate information from a variety of sources. The teacher can demonstrate by providing exemplars and samples and thinking aloud about how they portray a more accurate interpretation of the health claims.

Working with their partners, and with guidance and support from the teacher, learners develop their own recreated image, advertisement, social media post etc. based on the health claim they explored.


This section provides suggestions of approaches for explicit instruction that supports learners as they engage in the learning experience.



Essential Graduation Competencies

Creativity and Innovation
This provides learners with an opportunity to...

The competency and description of the competency that best align with each section have been identified throughout the learning experience.



Suggested Evidence of Learning (Product)

Evidence of learning can be gathered as learners offer interpretations about health claims and communicate their findings through their recreated image/advertisement/social media post.

Evidence of learning is gathered throughout the learning experience. Suggested opportunities are found in these boxes.

Moving Forward

Learners can move forward by investigating how bias influences the message of communication forms. Potential guiding question can be:

- Why should I question what I hear, see, and read?
- How do I recognize when an author favours one perspective over another?

The next steps are scaffolded towards learner independence and application of the skill as it relates to the outcome

Outcome: Learners will reflect on how the cultures of communities, inclusive of the Mi'kmaq, Acadians, African Nova Scotians, and the Gaels, are expressed through a range of communication forms.

Rationale

Learners will be given opportunities to examine a range of communication forms to explore cultural expressions. The relationship between language and culture is deeply rooted. Language is used to maintain and express culture and connects us with each other. Communication forms reflect learners' own cultures and provide a window into other cultures. Learners explore culture through cultural expressions, communications that result from the creativity of individuals and communities and include cultural content. Communication forms provide opportunities for learners to consider how expressions inform, influence, and sustain culture and identity. Learners explore a range of cultural expressions from many communities including oral, written, and visual communication forms. Through first voice communication forms, learners come to understand the richness and complexity of their own, local, and global cultures. This outcome is designed to be woven throughout the course and supports the development of language processes across all outcomes.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- **Investigate** ways in which [communication forms](#) are an expression of culture and identity (COM/CT)
- **Compare** a range of voices and perspectives from within a culture (CZ/COM/CT)
- **Comprehend** cultural expressions using speakers'/writers'/producers' choices (COM/CI/CT)
- **Investigate** how [communication forms](#) vary or look the same across cultures (COM/CI/CT/TF)

Concepts and (Guiding Questions)

Expressions of Culture

- What cultural expressions do I see in my community?
- How can I discover more about my culture through communication forms?
- How can I express my identities and cultures through communication forms?
- How do I see culture expressed in oral communication forms?

Voices and Perspectives

- Why is it important to consider communication forms created by people from within the culture?
- Why is it important to consider many voices and perspectives from within a culture?
- How do voices and perspectives vary or look the same within a culture?
- How do people use oral communication to express their perspectives and experiences?

Speakers'/Writers'/Producers' Choices

- What choices does the speaker/writer/producer make in their cultural expression?
- Why is it important to learn about the culture before considering cultural expressions?
- How do the speakers'/writers'/producers' choices help me to understand their message?
- How does talking with others help me to understand what I hear, read, and view?
- How can I use my listening, reading, and viewing strategies to understand the message?

Cross-Cultural Communication

- How do cultures influence each others' communication forms?
- How can communication forms from another culture relate to me?
- What similarities do I see in communication forms from various cultures?

Skills

Reflect

Ask questions of experiences and/or concepts; Examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts; Evaluate perceptions and perspectives in relation to experiences and/or concepts; Synthesize perceptions, and perspectives in relation to experiences and/or concepts; communicate the impact of the process.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives, and communicate findings.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Comprehend

Determine the overall meaning of the message and identify the details; identify the author's purpose; use active listening, reading, and viewing strategies; communicate findings

Background Knowledge

In grade six, learners explore concepts related to diversity and point of view in response to a range of culturally diverse texts, and begin to communicate ideas and information respecting cultural contexts. In grade seven, as learners begin to reflect on how the cultures of communities are expressed through communication forms, they explore concepts related to cultural expression, voices and perspectives, speakers'/writers' and producers' choices and cross-cultural communication. In grade eight, they continue to explore these concepts as they extend their development of language processes (speaking, listening, reading, writing, viewing, representing) through cultural expressions in communication forms.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from other outcomes or indicators, however, in practice multiple outcomes or indicators can be addressed simultaneously. For example, as learners create oral, written, and visual communication forms by *investigating how ideas can be developed*, they can *compare a range of voices and perspectives from within a culture*.

Indicators

- **Investigate** ways in which [communication forms](#) are an expression of culture and identity (COM/CT)
- **Compare a range of voices and perspectives from within a culture (CZ/COM/CT)**
- **Comprehend** cultural expressions using speakers'/writers'/producers' choices (COM/CI/CT)
- **Investigate** how [communication forms](#) vary or look the same across cultures (COM/CI/CT/TF)

Overview

Literature, fine arts, and folklore are all examples of surface culture - cultural components that are easily identified. Learning in relation to this indicator provides opportunities to explore beyond surface culture to deep culture. Communication forms can be vehicles for exploring aspects of deep culture, such as family roles, core values, and attitudes towards the environment. For the purposes of this sample learning experience, the central inquiry question gives learners the opportunity to consider their *sense of place*. Sense of place refers to our relationships with the places we interact with, which can include attitudes, emotions, knowledge, and associations we have with a specific physical location, a community, a landscape, a region, or a country. Sense of place is influenced by our personal experiences, attitudes, beliefs, and feelings which are shaped by a place's history, geography, local traditions and cultures, religion, and industry. Sense of place can be highly individual, or a shared sense between family or community members. Narrative is one way to explore sense of place because it allows us to learn about a place through communication forms including: creation myths, family histories, personal narratives, poetry and fictional accounts.

This learning experience can be used to support inquiry in relation to a central inquiry question. The suggested central inquiry question provided in this example is: *How does where I am from influence who I am?* This experience offers learners opportunities to *compare a range of voices and perspectives from within a culture*. This can be done in context as an opportunity for a cross-curricular learning experience.

Possible cross-curricular link: Learners may already have a topic that relates to a relevant Science, Social Studies, or Healthy Living concept. This sample learning experience was designed to relate to Social Studies 7, using the text ***Communities in the Maritimes*** (available digitally on the Social Studies 7 moodle); however teachers can use other texts to respond to the needs of their learners. This sample learning experience would take place after learners have been introduced to sense of place. This learning experience focuses on sense of place in relation to the Acadians; however, teachers can choose a range of cultures with which to compare a range of voices and perspectives.

The teacher models strategies on how to compare a range of voices and perspectives from within a

culture that reflect a sense of place. Learners then work in small groups to practice these strategies with guidance from the teacher.

Evidence of Learning for the indicator:

Compare a range of voices and perspectives from within a culture

For this indicator, evidence can be gathered as learners make observations about sense of place conveyed in communication forms. Further evidence can be gathered as learners identify similarities and differences found in various communication forms. Learners then identify relationships between various authors' perspectives and offer interpretations of their sense of place

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for instruction.

Description of learning experience for the indicator

Compare a range of voices and perspectives from within a culture

Potential Guiding Questions

- How do voices and perspectives vary or look the same within a culture?

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

Introduction

The teacher can lead a shared experience by offering some background knowledge on Acadian culture. They can record the information as they Think Aloud. The teacher can then ask learners to Think, Pair, Share about their background knowledge of Acadian culture. While working with their partners, learners can record their findings as a brainstorm. Once partners have had a chance to share with each other, the teacher can invite pairs to offer some of their background knowledge to the class. The teacher can record their responses.

The teacher can then share 4-5 pre-selected communication forms relating to Acadian culture with the class. This can be done through Google classroom or in the common learning environment. For example, the teacher may choose communication forms from a range of texts such as:

Communities in the Maritimes

Page	Communication Form
8	Hooked rug of Acadian farmland
13	Painting: <i>The Harvest</i> , by Claude T. Picard
13	Photograph: Little River, Cheticamp
34	Interview with Frances Saulnier
38	Acadian flag
44	Anthem: “Ave Maris Stella” (3 verses)

The Acadians: Nova Scotia 1820-1920

Page	Communication Form
6	Painting: <i>Burning and Lay Waste</i> , by Claude T. Picard
15	Anthem: “Ave Maris Stella” (1 verse)
20-21	Family history: Dianne Thibault telling the story of her grandfather, Willie Comeau

Teachers could also choose to include music, dance, interviews, and other communication forms from a range of voices within Acadian culture.

The teacher can choose one of the communication forms, such as the interview with Frances Saulnier, as a mentor text to begin exploring the central inquiry question:

- *How does where I am from influence who I am?*

This is explored specifically in this instance by considering the connection between Acadians and the land.

The teacher might Think Aloud about how in the past, many communities relied on the land for hunting, gathering, fishing, and farming in order to survive and thrive. The teacher can use the mentor text to model how to find supporting details in relation to the question. The teacher can make and record observations about the connections between Frances Saulnier’s community and the land.

After the teacher has modeled **making some observations**, learners can then work in partners to observe other connections to the land found in the text. Learners can record observations and when ready, partners can share their findings with the class, while the teacher can record some of the findings.

The teacher can then provide a second communication form for learners to practice making observations about sense of place.



Essential Graduation Competencies

Critical Thinking

This provides learners with an opportunity to analyse information and evidence, suspending judgement and accepting ambiguity.



Suggested Evidence of Learning (Observations)

Evidence of learning can be gathered as learners **make observations** about connections to land found in the texts.

The teacher can model **identifying similarities and differences** between the two communication forms using the learners' observations. For example, both communication forms might reference farming. The class can co-construct a graphic organizer in order to arrange the similarities and differences, for example through the use of a venn diagram or a T-chart. Learners can then be invited to share similarities and differences they have identified.

Using a carousel, small groups can make further observations about how Acadians are connected to the land by using the other communication forms pre-selected by the teacher. After learners have had the opportunity to observe each communication form, they can **identify similarities and differences** and record them on their graphic organizers. When ready, the groups can share what they have identified with the class, and the teacher can record some of these similarities and differences.



Essential Graduation Competencies

Critical Thinking

This provides learners with an opportunity to synthesize information from relevant and reliable sources.



Suggested Evidence of Learning (Product)

Evidence of learning can be gathered as learners **identify similarities and differences** from a range of texts on their graphic organizer.

The teacher can review the similarities and differences the learners identified then model how to **identify relationships** between the perspectives expressed by the Acadian authors in the different communication forms, specifically their connections to the land. They may use the following questions as they model:

- How might the author's experiences influence their message?
- How might the time in which the communication form was developed influence the author's perspective?
- Who do you think is the intended audience?
- What do you think is the intended purpose?

For example, the purpose of the Acadian anthem and Saulnier's interview are different and this influences the perspectives that are expressed. Learners can practice in partners using the other communication forms.

Finally, learners can consider the following questions in order to **offer interpretations** of how Acadians are connected to the land based on their findings.

- How do these factors (who, when, why etc.) influence how sense of place is expressed?
- What do you think is the relationship between various authors' sense of place?



Essential Graduation Competencies

Critical Thinking

This provides learners with an opportunity to recognize that experiences shape points of view (perspectives).



Suggested Evidence of Learning (Conversation)

Evidence of learning can be gathered as learners are using the questions to **identify relationships** between the perspectives of various Acadian authors. Further evidence can be collected as learners **offer an interpretation** of these perspectives in relation to sense of place/connection to land.

Moving Forward

Learners can continue to explore the central inquiry question, *"How does where I am from influence who I am?"* They can use the communication forms they have compared as mentor texts in order to **create** oral, written, and visual communication forms that express their sense of place.

Learners can consider:

- How can others' ideas help me develop my ideas?
- How can exploring author's craft in a range of texts help me to develop my ideas?
- How do I choose the communication form that will best suit my message for my audience and purpose?

Outcome: Learners will plan oral, written, and visual personal and critical responses, in relation to audience and purpose.

Rationale

Learners are unique and will explore personal interests and share experiences, leading to self-discovery and making connections with others. By engaging with communication forms through inquiry questions, learners will have opportunities to develop a sense of inquiry, wonder, exploration, and discovery. Learners will also explore the importance of supporting their ideas and responses with evidence to sustain coherent arguments. They will use questions to clarify and expand upon the interpretation and meaning behind others' ideas. Learners will investigate the relationship between their communication forms, audience and purpose when planning personal and critical responses.

Competencies

- Citizenship (CZ)
- Communication (COM)
- Personal Career Development (PCD)
- Creativity and Innovation (CI)
- Critical Thinking (CT)

Indicators

- **Compare** the characteristics of personal and critical responses (COM/CT)
- **Question** personal and critical interpretations of perceived messages from a variety of [communication forms](#) (CZ/COM/CI/CT)
- **Investigate** how [ideas](#) for personal and critical responses can be developed (COM/PCD/CI/CT)
- **Investigate** the relationship between audience and purpose, and the chosen [communication form](#) (COM/CT)
- **Analyse** how supporting details support [ideas](#) and responses (COM/PCD/CI/CT)

Concepts and (Guiding Questions)

Personal and Critical Responses

- How is a personal response different from a critical response?
- How do I question and respond to a text personally?
- How do I question and respond to a text with a critical lens?
- Why is it important to understand the difference between personal and critical responses?

Communication Forms

- Why should I question my interpretations of perceived messages?
- How do my perspective and experiences influence my understanding of communication forms?
- How do my interpretations change depending on the communication form?
- How do my interpretations influence my understanding of communication forms?

Ideas

- Where do my ideas come from?
- How do I develop my ideas?
- How does talking to others help me to generate and develop my ideas?

- How do I generate ideas using a range of mentor texts?
- How can I generate and develop my ideas using my imagination?

Audience and Purpose

- How do I identify my audience and purpose?
- Why do audience and purpose need to be considered?
- How does my response change depending on audience and purpose?

Supporting Details

- Why are supporting details significant?
- How do others use details to support their ideas and responses?
- How do I select details to support my ideas and responses?
- How do I know if my supporting details are relevant and accurate to my ideas and responses?

Skills

Plan

Formulate- Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices.

Devise a process to solve the problem; execute the steps, modifying as necessary.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Question

Generate questions in response to increasingly complex problems and/or issues. Choose and develop a specific inquiry question to investigate.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives and communicate findings.

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives, communicate findings.

Background Knowledge

In grade six, learners respond personally and critically to a range of culturally diverse texts by exploring concepts related to opinions, diversity, text features, and point of view. They develop communication forms for a range of audiences and purposes using speaking and writing processes and explore a variety of ways to develop their ideas and support them with evidence. In grade 7, as learners begin to plan oral, written, and visual personal and critical responses in relation to audience and purpose, they compare characteristics of personal and critical responses and explore concepts related to communication forms, ideas, audience and purpose, and supporting details. Learners continue to develop skills in relation to these concepts in grade eight.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may *compare the characteristics of personal and critical responses* while they are learning how to *analyse how supporting details support their ideas and responses*.

Indicators

- **Compare** the characteristics of personal and critical responses (COM/CT)
- **Question** personal and critical interpretations of perceived messages from a variety of [communication forms](#) (CZ/COM/CI/CT)
- **Investigate** how [ideas](#) for personal and critical responses can be developed (COM/PCD/CI/CT)
- **Investigate** the relationship between audience and purpose, and the chosen [communication form](#) (COM/CT)
- **Analyse how supporting details support [ideas](#) and responses** (COM/PCD/CI/CT)

Overview

This learning experience can be used to support inquiry in relation to a central inquiry question. The suggested central inquiry question provided in this example is: *What makes a hero?* Learners will already have had the opportunity to compare the characteristics of personal and critical responses. Further, they have investigated how ideas can be developed and the relationship between audience and purpose in choosing a communication form.

The teacher models strategies on how supporting details support your personal/critical responses. Learners then work in small groups to practice these strategies with guidance from the teacher.

Possible cross-curricular link: This learning experience provides opportunities to link to concepts and guiding questions and resources from social studies 7.

Evidence of Learning for the indicator:

Analyse how supporting details support ideas and responses.

For this indicator, evidence can be collected as learners gather and select appropriate details to support a personal response. Evidence can also be gathered when learners determine the validity and relevance of the details.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for instruction.

Description of learning experience for the indicator

Analyse how supporting details support ideas and responses.

Potential Guiding Questions

- How do others use details to support their ideas and responses?
- How do I know if my supporting details are relevant and accurate to my ideas and responses?

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

Introduction

Based on the suggested central inquiry question, “What makes a hero?” the teacher can use a resource such as, the profile of William Hall from the series **Our History is Nova Scotia’s History** (NSBB #2002361) as a mentor text. The teacher can project or share the passage of William Hall for the class to consider while posing the question :

- What supporting details will I gather and select to support the idea that William Hall is a hero?

In the first read through, the teacher will read the first page aloud without stopping. On the second reading, the teacher will read and Think Aloud while highlighting key words, details, and sentences that relate to the question, indicating why they think these are supporting details. As the teacher is thinking aloud, they might notice information that is interesting or exciting, but not appropriate to the question.

Working in pairs, learners can move to the next passage. They will gather and select important information/details. They can be encouraged to write their supporting details on sentence strips for display.



**Essential
Graduation
Competencies**

Communication

This provides learners with an opportunity to engage in constructive and critical dialogue.



Suggested Evidence of Learning (Observation/Product)

Evidence of Learning can be collected as learners **gather and select appropriate information** from the passage and record it on the sentence strip.

The teacher can co-construct an anchor chart with learners that includes questions about what makes information valid and relevant:

- Does this information relate to the question?
- Does this information strengthen or support the idea/question?

Next, the teacher can pick one of the sentence strips and while thinking aloud can state why information is valid and relevant in relation to the inquiry question referring to the anchor chart. Learners can be encouraged to take turns choosing different sentence strips and state why and how they determined that the supporting detail is valid and relevant.



Essential Graduation Competencies

Critical Thinking

This provides learners with an opportunity to formulate decisions based on evidence.



Suggested Evidence of Learning (Conversations)

Evidence of Learning can be collected as learners can share how the information they chose is **valid and relevant** and supports the idea of William Hall being a hero.

The teacher can wonder aloud, sharing their perspective, about which supporting details most strengthen/support the idea that Hall is a hero.

Then in partners students can design a graphic organizer and share their perspectives about which two details from the sentence strips they feel most strength/support the idea. Through conversation, the partners should come to consensus. They can place their details on the graphic organizer. Learners can share their perspectives with another pair. In their small groups, they will then, through consensus, choose the two details they feel best strengthens/supports the idea. Groups can communicate their findings with the class.



Essential Graduation Competencies

Communication

This provides learners with an opportunity to listen and interact purposefully and respectfully in formal and informal contexts.



Suggested Evidence of Learning (Observations/Conversations)

Evidence of Learning can be collected as learners **identify perspectives** on which details best support the idea that William Hall is a hero.

Moving Forward

The teacher will then model and guide learners on how to determine accuracy (quality and correctness) of information found in the passage of William Hall.

In order to support learners in determining accuracy, teachers can then provide learners with other selected sources on William Hall to compare the accuracy of the information. The teacher can lead a discussion on the information learners found in the various sources and think aloud about how to determine which information is accurate.

Learners can self select a hero of choice. They can find a passage to gather and select appropriate information, deciding what information is valid and relevant in relation to the inquiry question, What makes a hero? Then they will communicate findings through a communication form of choice appropriate to their audience.

Outcome: Learners will create oral, written, and visual communication forms for a range of audiences and purposes.

Rationale

Learners will be given opportunities to develop and articulate their voices by exploring the creative processes for writing, designing, and researching in a variety of communication forms. Learners are provided opportunities to create, revise, and edit texts. They develop an understanding that consideration of audience and purpose influences the choice of communication forms.

Competencies

- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- **Investigate** how [ideas](#) can be developed when creating oral, written and visual [communication forms](#) (COM, CT, CI, TF)
- **Apply** [writing](#), [design](#), and [research](#) processes (COM/CI/TF)
- **Select** a communication form that responds to an audience and purpose (COM/CI/CT)
- **Apply** [revision](#), [editing](#), and proof-reading strategies appropriate to a range of [communication forms](#) (COM, CT, TF)
- **Analyse** processes for publishing and sharing chosen [communication forms](#) (COM/TF)

Concepts and (Guiding Questions)

Ideas

- How do text and visuals shape ideas?
- How can I use my experiences to help me to develop my ideas?
- How do I use imagination to develop my ideas?
- How can exploring author's craft in a range of texts help me to develop my ideas?
- How does the selected communication form influence how my ideas develop?
- How can others' ideas help me develop my ideas?
- How do I use research to develop ideas?

Writing, Design, and Research Processes

- How can talking with others lead me to examine and inform my creative processes?
- How do I use the writing process to create effective communication?
- How do I know when to use the design process?
- How do I use the design process to modify my work?
- How do I use the research process to develop and support ideas?

Communication Forms in Relation to Audience and Purpose

- Why do my audience and purpose need to be considered when choosing a communication form?
- How do I choose the communication form that will best suit my message for my audience and purpose?
- Why is it important to experiment with different communication forms?
- How can I discover and experiment with communication forms that are new to me?

Revision, Editing, and Proofreading Strategies

- Why are conventions important in communication?
- What revision, editing, and proofreading strategies do I use?
- How can I develop my revision, editing, and proofreading strategies?
- What are the differences between revising, editing, and proofreading?
- Why is revising, editing, and proof-reading my work important?
- How does feedback inform my revising, editing, and proofreading?

Publishing and Sharing

- What are the different processes for publishing work?
- What are the different processes for sharing the chosen communication form?
- What publishing process works best for me?
- How does my audience determine how I choose to publish and share my work?
- What processes can I use to ensure that what I publish and share is my own intellectual property?

Skills

Create

Develop an idea; communicate a representation for a process and/or a product; produce a product; modify as necessary; evaluate results and/or modifications.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives and communicate findings.

Apply

Carry out, use or complete a procedure/ technique.

Select

Locate several relevant and dependable details to support an answer

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives, communicate findings.

Background Knowledge

In grade six, learners create oral, written and visual texts for a range of audiences and purposes as they explore concepts related to ideas and information, research strategies, the writing process, and communication forms. In grade seven, learners continue to create oral, written and visual communication forms for a range of audiences and purposes. They explore concepts in relation to ideas; the writing, design and research processes; communication forms; revision, editing and proof-reading; and publishing and sharing. In grade eight, they continue to create communication forms as they extend their skills in relation to these concepts.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may *investigate how ideas for creating oral, written, and visual communication forms can be developed* while they are learning how to *apply writing, design, and research processes*.

Indicators

- **Investigate** how [ideas](#) can be developed when creating oral, written and visual [communication forms](#) (COM, CT, CI, TF)
- **Apply** [writing](#), [design](#), and [research](#) processes (COM/CI/TF)
- **Select** a communication form that responds to an audience and purpose. (COM/CI/CT)
- **Apply** [revision](#), [editing](#), and proof-reading strategies appropriate to a range of [communication forms](#) (COM, CT, TF)
- **Analyse** processes for publishing and sharing chosen [communication forms](#) (COM/TF)

Overview

This learning experience can be used to support inquiry in relation to a central inquiry question. The suggested central inquiry question provided in this example is: *How can I use my experiences with change to help others explore new opportunities and overcome challenges?* This learning experience is an opportunity to explore how identifying audience and purpose are used to shape a communication form. This is done through application of the Design Process where a central idea is presented, and the intended product is modified to best suit the audience and purpose.

Evidence of Learning for the indicator:

Apply writing, design, and research processes

For this indicator, evidence of learning can be gathered as learners apply the design process to create a communication form intended for multiple audiences.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for

instruction

Description of learning experience for the indicator

Apply writing, design, and research processes

Potential Guiding Questions

- How do I use the design process to modify my work?

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

The teacher can provide learners with several Text and Social Media Acronyms (e.g., GTG, HAND, AFAIK, IU2U, JSUK, L8, IMHO, RAK, DWBH, IKR). Learners then work independently or in small groups to provide their interpretations of these social media acronyms. The teacher can facilitate a whole class discussion about their meanings.

The following questions could be used to help facilitate a class discussion:

- When are these acronyms appropriate to use?
- For whom are these acronyms appropriate?
- Why would you use these acronyms?
- When would you not use these acronyms?
- Why would you not use these acronyms?

The teacher can provide learners with other sample texts for example, a letter to a minister (health, education, labour), a resume, a letter of introduction, a thank you note, a grocery list, an email to a friend, an email to the principal, etc. and discuss the following questions:

- How do I select the communication form that will best suit my message?
- How can I modify the message to suit the audience?



**Essential
Graduation
Competencies**

Communication

This provides learners with an opportunity to evaluate the purpose, audience, and choice of media when communicating.



Suggested Evidence of Learning (Observations)

Evidence of learning can be gathered as learners are **applying** aspects of the design process: generating possible ideas.

After reviewing the sample texts, (letter to a minister, resume, letter of introduction, thank you note, grocery list, email to a friend, email to the principal), learners can work in pairs, small groups, or as a class to group and then generate characteristics of the different kinds of texts. These groupings will be formal, standard, and informal. As an example, a letter to the principal (formal), an email to a friend (standard), and a text using Social Media Acronyms (informal). After generating the characteristics of these groupings, learners can research the characteristics of these texts (formal/standard/informal) and add to the already created lists.



Essential Graduation Competencies

Creativity and Innovation

This provides learners with an opportunity to recognize how creative processes are vital to innovation.



Suggested Evidence of Learning (Observations)

Evidence of learning can be gathered as learners are **applying** aspects of the design process: generating possible ideas and researching.

Working in triads, learners are then provided with the opportunity to write three sample pieces: one formal, one standard, and one informal. Each of these should have the same purpose, to the same audience, with the same intended message. Learners choose among themselves how they will represent each piece, potentially using different forms of communication depending on the context (formal/standard/informal). Throughout the writing process learners can communicate within their working group making sure the messages to their audience is clear.



Essential Graduation Competencies

Technological Fluency:

This provides learners with an opportunity to implement technology effectively as appropriate to the learning experience.



Suggested Evidence of Learning (Observation/Products)

Learners are **applying** aspects of the design process: designing, modifying, and evaluating in relation to their responses to an intended audience.

Moving Forward

The final part of this design process learning experience could be considered the drafting phase of the writing process. Learners can take what they have composed here to revise, edit and publish their work.

Outcome: Learners will implement speaking and writing strategies for effective communication in relation to audience and purpose.

Rationale

Learners are engaged in a significant process from the development of an idea to its presentation. Communication begins with learners' own identities, including home languages and cultures. They draw upon multiple strategies to effectively communicate. Learners explore organizational structures, language use, and conventions when conveying a message for a specific audience and purpose. Learners are offered opportunities to monitor and evaluate strategies for clarity and precision of communication.

Competencies

- Communication (COM)
- Personal Career Development (PCD)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- **Evaluate** the effectiveness of communication strategies in relation to audience and purpose (COM/CI/CT)
- **Investigate** how [language use](#) can impact communication (COM/TF)
- **Investigate** how [accuracy, reliability, validity, and bias](#) are used to influence personal communication (COM/CI/TF)
- **Select** [organizational structures](#) and devices for intended audience and purpose (COM/PCD)
- **Apply** [conventions](#) for intended audience and purpose (COM/PCD)

Concepts and (Guiding Questions)

Communication Strategies

- What makes an effective communication strategy?
- How can observing author's craft in a range of mentor texts help me to determine effective communication strategies?
- How can I use oral and written communication strategies for my audience and purpose?
- Why is it important to use a variety of communication strategies?
- How do I know if my communication strategies are effective?
- Why do communication strategies change depending on audience and purpose?

Language Use

- How does language use (voice, word choice and sentence style) influence communication?
- How do I modify my language based on audience and purpose?
- How can I develop my strategies for language use?

Accuracy, Reliability, Validity, and Bias

- Why is it important to use accurate information in my communications?

- How does valid information strengthen ideas in my communications?
- How can asking questions help me to identify reliable sources?
- How do my experiences influence my communication?
- How can I recognize if I favour a certain idea or perspective?
- Why is it important to recognize that I favour a certain idea or perspective?

Organizational Structures and Devices

- Why would I use organizational structures and devices in my work?
- How do I use organizational structures and devices to effectively organize my communications?
- How do I use a variety of transitional devices in my communication forms?
- How can I choose organizational structures and devices to best suit my audience and purpose?
- How can I choose text features to organize my communications?
- How does the communication form influence my choice of organizational structures and devices?

Conventions

- How do conventions (spelling, grammar, punctuation) contribute to effective communication?
- How does knowing the audience and purpose influence the use of conventions?
- How can I choose conventions for different communication forms?
- How can I develop my strategies for use of conventions?

Skills

Implement

Select - Locate several relevant and dependable details to support an answer

Plan – FORMULATE Identify a topic of interest; brainstorm ideas; choose, prioritize, and refine ideas; evaluate choices. Devise a process to solve the problem. Execute the steps, modifying as necessary.

Evaluate - Review processes and results from an inquiry; consider and communicate varying perspectives and alternative solutions; identify potential new problems and/or issues; justify decisions and/or findings.

Apply - Carry out, use or complete a procedure/ technique.

Evaluate

Review processes and results from an inquiry; Consider and communicate varying perspectives and alternative solutions; Identify potential new problems and/or issues; Justify decisions and/or findings.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives and communicate findings.

Select

Locate several relevant and dependable details to support an answer.

Apply

Carry out, use, or complete a procedure/ technique.

Background Knowledge

In grade six, learners use a range of strategies within the writing process to enhance the clarity, precision, and effectiveness of their writing and explore speaking strategies across a range of concepts. In grade 7, learners continue to develop speaking and writing strategies in a range of communication forms by exploring language use, organization, and conventions. They begin to investigate how accuracy, reliability, validity, and bias influence personal communication. In grade eight, they continue to implement speaking and writing strategies as they further develop their skills in relation to these concepts

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may *investigate how language use can impact communication* while they are learning how to *evaluate the effectiveness of communication strategies*.

Indicators

- **Evaluate** the effectiveness of communication strategies in relation to audience and purpose (COM/CI/CT)
- **Investigate how** [language use](#) **can impact communication (COM/TF)**
- **Investigate** how [accuracy, reliability, validity, and bias](#) are used to influence personal communication (COM/CI/TF)
- **Select** [organizational structures](#) and devices for intended audience and purpose. (COM/PCD)
- **Apply** [conventions](#) for intended audience and purpose. (COM/PCD)

Overview

This learning experience can be used to support inquiry in relation to a central inquiry question. The suggested central inquiry question provided in this example is: How is language used to persuade? Learners are going to be provided with an example where an idiom exists in dialogue, text, etc., in a communication form of their choice. The purpose of this is to explore examples of how authors convey meaning through language use and how this can be interpreted by intended audiences.

Evidence of Learning for the indicator:

Investigate how language use can impact communication

For this indicator, evidence of learning can be gathered as learners ask questions and gather information about colloquial language use then organize and compare information on how colloquial language can impact communication

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for instruction.

Description of learning experience for the indicator

Investigate how language use can impact communication

Potential Guiding Questions

- How does language use (voice, word choice and sentence style) influence communication?

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

Introduction

In small groups, learners will receive an idiom. The teacher can provide an opportunity for each learner to sketch the literal meaning of the idiom. Learners can then explain their sketch in a Think-Pair-Share style activity in groups where they share what they have sketched and the details they have included.

Learners will generate questions in relation to their sketches and propose what they believe to be the intended meaning of the idiom. The teacher can facilitate this discussion by offering learners the following questions:

- How do the literal and figurative meanings compare?
- What questions can be asked to help determine the meaning of the idioms?



**Essential
Graduation
Competencies**

Communication

This provides learners with an opportunity to engage in constructive and critical dialogue.



Suggested Evidence of Learning (Conversations)

Evidence of learning can be collected as learners **ask and revise questions** that are used to gather information about the meaning of idioms.

Learners can be organized into pairs or small groups, and receive a new idiom to investigate, or provide one that they use or have heard. They will begin by sketching the literal meaning and suggest a possible meaning.

In groups, learners will have an opportunity to collect information that can help them answer the question, “What does this really mean?”



**Essential
Graduation
Competencies**

Communication

This provides learners with an opportunity to evaluate the purpose, audience, and choice of media when communicating.

To support the collection of information, the teacher can model how to locate information that can be used to provide clarity as to the intended meaning. The goal is to select relevant information that can be used to help make the idiom understandable, focusing on the origin of the idiom. This may include identifying sources that could be used to provide information about the origin of the idiom, and how to use a source to locate information to support an answer.



Suggested Evidence of Learning (Observations)

Evidence of learning can be gathered as learners **locate information to support an answer**.

Teachers can facilitate a discussion on how learners might organize and compare the details that have been found, in order to answer the questions they have asked. Learners can offer suggestions for how details can be compared or generate a graphic organizer of their own to help. Learners are organizing information in order to identify the relationship between the literal and figurative meanings of their idioms.



Essential Graduation Competencies

Communication

This provides learners with an opportunity to evaluate the purpose, audience, and choice of media when communicating.



Suggested Evidence of Learning (Conversations/Observations)

Evidence of learning can be collected as learners **compare the details** they have found to **identify the relationship** between the literal and figurative meanings of their idioms.

By now, learners will have asked questions about how language use can impact communication and explored this through the use of idioms as a literary device. Learners have collected and compared information about the literal and figurative meanings of the reviewed idioms. They can be encouraged to use this information to communicate how language use, in this case, can impact communication.

Learners can communicate their findings in a method of their choosing. For example, learners can create an instruction video, an infographic, or other multimedia presentation on how the use of idioms can impact communication.



Essential Graduation Competencies

Technological Fluency

This provides learners with an opportunity to use technology in a responsible manner to create and represent new knowledge.



Suggested Evidence of Learning (Observations)

Evidence of learning can be collected as learners **communicate** the impact of language use on communication.

Moving Forward

Learners can move on by evaluating the effectiveness of communication strategies. A potential guiding question can be:

- How do I know if my communication strategies are effective?

Outcome: Learners will comprehend a range of communication forms using listening strategies, reading strategies, and viewing strategies.

Rationale

Learners make meaning from oral, visual, written, non-verbal, and technological communication to navigate a changing world. To make meaning, learners will consider who created the message, how and why it was constructed, as well as how perspectives influence the understanding of the meaning. Learners will also explore how their experiences and background knowledge influence their comprehension. Learners will have opportunities to use a range of listening, reading, and viewing strategies to make meaning.

Competencies

- Communication (COM)
- Creativity and Innovation (CI)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- **Apply** active [listening strategies](#) for comprehending meaning in a range of [communication forms](#) (COM/CI/CT)
- **Investigate** how [reading and viewing strategies](#) are used in comprehension (COM/CT/TF)
- **Analyse** how communication forms influence comprehension (COM/CI/CT)
- **Reflect** on how perspectives influence comprehension of [communication forms](#) (COM/CT)

Concepts and (Guiding Questions)

Active Listening Strategies

- Why is it important to practice active listening strategies?
- How do I use strategies to listen and understand?
- How can I be a more active listener?
- What do I do when my comprehension has broken down?
- How do my listening strategies change depending on the communication form?

Reading and Viewing Strategies

- How does talk inform my understanding of what I read and view?
- How do before/during/after reading and viewing strategies influence understanding?
- How do I know when my comprehension has broken down?
- What strategies can I use when I am not able to comprehend?
- How do my reading and viewing strategies change depending on the communication form?
- How can I use text to self/text/world connections to support comprehension?
- How can I develop and practice reading and viewing strategies to strengthen comprehension?

Communication Forms

- How do communication forms influence my understanding of the message?

- How can I select information from a variety of sources to help my understanding?
- How do I identify perspectives in what I hear, read, and view?

Perspective

- How do my experiences influence how I understand what I hear, read, or view?
- How does talking with others and hearing their perspectives influence my comprehension?
- Why is it important to consider a range of ideas and perspectives?
- How do ideas, perspectives, and information from the communication form influence my comprehension?

Skills

Comprehend

Determine the overall meaning of the message and identify the details; identify the author's purpose; use active listening, reading, and viewing strategies; communicate the findings.

Apply

Carry out, use or complete a procedure/ technique.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives and communicate findings.

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives, communicate findings.

Reflect

Ask questions of experiences and/or concepts; examine further ideas and information; consider ideas, perceptions, and perspectives about experiences and/or concepts; evaluate perceptions and perspectives in relation to experiences and/or concepts; synthesize perceptions and perspectives in relation to experiences and/or concepts; communicate the impact of the process.

Background Knowledge

In grade six, learners use a variety of ways (listening, reading and viewing) to comprehend a range of culturally diverse texts. In grade seven, learners continue to develop active listening, viewing, and reading strategies across a range of communication forms. Learners begin to reflect on how perspectives influence comprehension. In grade eight, they continue to extend their listening, reading and viewing strategies to comprehend a range of texts.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may *analyse how communication forms influence comprehension* while they are learning how to *reflect on how perspectives influence the comprehension of meaning*.

Indicators

- **Apply** active [listening strategies](#) for comprehending meaning in a range of [communication forms](#) (COM/CI/CT)
- **Investigate** how [reading and viewing strategies](#) are used in comprehension (COM/CT/TF)
- **Analyse** how [communication forms](#) influence comprehension (COM/CI/CT)
- **Reflect on how perspectives influence comprehension of [communication forms](#)** (COM/CT)

Overview

This learning experience can be used to support inquiry in relation to a central inquiry question. The suggested central inquiry question provided in this example is: *How do my experiences influence how I understand what I hear, read, or view?* This learning experience offers an opportunity to begin learning how to reflect on the impact of perspectives on meaning making. The scenario has learners exploring their perspectives and the perspectives of others to come to a new understanding in the context of the learning experience (to create an opportunity for cross-curricular learning, choose a topic that relates to a relevant Visual Arts concept). Learners are able to explore how their perspectives may or may not have been changed by the viewpoints of others.

Evidence of Learning for the indicator:

Reflect on how perspectives influence comprehension of communication forms

Evidence of learning for this indicator can be gathered as learners are asking questions and synthesizing information about works of art, considering their perspective and the perspectives of their peers and artists. Further evidence can be gathered as learners communicate the impact of the process of reflection.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for instruction.

Description of learning experience for the indicator

Reflect on how perspectives influence comprehension of communication forms

Potential Guiding Questions

- How does talking with others and hearing their perspectives influence my comprehension?
- How do my experiences influence how I understand what I hear, read, or view?

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

The teacher will show one section of a piece of art, sectioned or focused into quarters (to create an opportunity for cross-curricular learning, choose a topic that relates to a relevant Visual Arts concept). Modeling through a think-aloud, the teacher will wonder what the piece might be about or specifically what they are seeing. As the teacher wonders, asking questions, they attempt to answer their questions to build an understanding of the image. The answer can be based on evidence, inferring, background knowledge and/or perceptions.

The teacher will continue this process for the second portion of the art piece, this time by eliciting learner questions and possible answers. to ask questions and generate possible answers using sections from a different piece of art.



**Essential
Graduation
Competencies**

Critical Thinking

This provides learners an opportunity to recognize that experiences shape perspectives.



Suggested Evidence of Learning (Observations/Conversations)

As learners **ask questions** and attempt to answer their own questions the teacher will collect evidence to determine if learners are prepared to move towards independent practice.

The learners are in small groups as the teacher distributes a copy of a new art print, cut into pieces, ensuring that each piece has a noteworthy aspect showing. All groups should receive the same art print. Each group member receives one piece of the print. Individually, learners study their piece, then generate questions that they have about their image and answers that stem from their own experiences.



**Essential
Graduation
Competencies**

Critical Thinking

This provides learners an opportunity to recognize that experiences shape perspectives



Suggested Evidence of Learning (Observations/Conversations)

Evidence of learning can be gathered as learners **ask questions** and attempt to answer their own questions using background knowledge, inferring, evidence and/or perceptions.

Learners return to working as a group however they should not yet assemble their print. Learners are offered the opportunity to describe what they saw in their section to the other group members along with the questions posed and their probable answers. Learners share their interpretations and possible meanings of the art pieces, while their peers ask questions about their interpretations.



Essential Graduation Competencies

Communication

This provides learners an opportunity to engage in constructive and critical dialogue.



Suggested Evidence of Learning (Observations)

Learners **examine further ideas and information** about the experiences of their peers that lead them to their interpretation of the artwork.

In their groups, learners now put their art pieces together. Considering the ideas of their peers, learners then create a new question about the art piece as a whole. The groups can discuss probable answers to their question.



Essential Graduation Competencies

Critical Thinking

This provides learners an opportunity to recognize that experiences shape perspectives.



Suggested Evidence of Learning (Conversations)

Evidence of learning can be gathered as learners consider the ideas and perspectives of others through feedback and having discussions with their peers.

The small groups communicate their questions and probable answers to the whole class, listening to different perspectives and ideas on the same piece of art. Learners can offer feedback and ask clarification questions about the groups' probable answers.

Learners then evaluate the interpretations of other groups against their group and individual interpretations to determine what information is valid and which details are relevant. By considering the varied perspectives, learners decide on a final possible interpretation of the art piece.



Essential Graduation Competencies

Critical Thinking

This provides learners an opportunity to synthesize information from relevant and reliable sources.



Suggested Evidence of Learning (Observations/Conversations)

Evidence of learning can be gathered as learners **evaluate perceptions and perspectives** in relation to new information. Further evidence can be collected as learners **synthesize perceptions and perspectives** that relate to the creation of the art pieces.

Learners can review the steps of the learning experience, determining what worked well to decipher the piece of art and what may have created confusion. Learners can discuss some of the following questions:

- How did my background knowledge impact how I made sense of the painting?
- How do my lived experiences influence how I understand what I view?
- How did new information change my thinking?
- How did I evaluate new information to synthesize vs. not include?
- When did my thinking change?
- How can I recognize if my thinking has changed?

In small groups, learners can create an infographic of the process showing their progression through the learning experience. This can include representations of answers to the questions listed here.

These infographics can be used as a gallery walk so that learners can see how individuals or groups were impacted by their perceptions and new information from beginning to end.



Essential Graduation Competencies

Critical Thinking

This provides learners an opportunity to recognize that critical thinking is purposeful.



Essential Graduation Competencies

Communication

This provides learners an opportunity to express and respond to ideas, information, learnings, perceptions, and feelings.



Suggested Evidence of Learning (Product)

Learners **communicate the impact of the process** of exploring the perceptions and experiences of others.

Moving Forward

- Why is it important to consider a range of ideas and perspectives?

Outcome: Learners will analyse the accuracy, reliability, validity, and bias in a range of written, audio, visual, and digital communication forms.

Rationale

Learners are offered opportunities to examine multiple communication forms to recognize how [accuracy, reliability, validity, and bias](#) influence meaning. Learners will compare and question a variety of sources to develop a critical lens on what they hear, say, view, and write. Learners are mindful of their perspectives, and the perspectives of others in the analysis of texts

Competencies

- Citizenship (CZ)
- Communication (COM)
- Critical Thinking (CT)
- Technological Fluency (TF)

Indicators

- **Select** reliable sources (CT/TF)
- **Compare** the accuracy of information from a variety of sources (CZ/COM/CT/TF)
- **Apply** strategies for choosing valid information from a range of [communication forms](#) (CZ/COM/CT/TF)
- **Investigate** how bias influences the message of [communication forms](#) (COM/CT/CZ/TF)

Concepts and (Guiding Questions)

Reliability

- How do I know if a source is reliable?
- Why is it important to use reliable sources?
- What do I do if I am not sure if a source is reliable?

Accuracy

- Why is it important to use accurate information?
- How do I know if the information is accurate?
- How can comparing information from different sources help to determine accuracy?

- How can I use reliable sources to determine accuracy of new information?

Validity

- How do I know if the information is relevant to my question or idea?
- How do I know if information is appropriate in relation to a question or idea?
- How can valid information help to support a question or idea?

Bias

- Why should I question what I hear, see, and read?
- Why should I question what I think I know?
- How can I identify bias in communication forms?
- How do different perspectives impact my understanding of the message?
- How do I recognize when an author favours one perspective over another?

Skills

Analyse

Gather and select appropriate information; determine accuracy, validity, and relevance of the information; identify perspectives, communicate findings.

Select

Locate several relevant and dependable details to support an answer.

Compare

Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the findings.

Apply

Carry out, use, or complete a procedure/technique.

Investigate

Ask and revise questions; locate several relevant and dependable details to support an answer; organize and compare details; identify relationships, recognize represented perspectives and communicate findings.

Background Knowledge

In grade six learners begin to explore stereotyping, bias and prejudice and identify them in texts. They consider how author's word choice impacts their writing and how point of view impacts the way events are perceived. In grade seven, learners begin to analyse accuracy, reliability, validity, and bias in a range of communication forms. In grade eight, learners continue to develop skill in relation to these concepts.

Learning Experiences

The suggested indicators are organized in a way to scaffold learning in support of the outcome. The exploration of skills and concepts for this outcome can be done in any order, concurrently, or selectively based on the progression of learning. The experience described below is presented independently from the other indicators that support the outcome, however, in practice multiple indicators can be addressed simultaneously. For example, learners may *investigate how bias influences the message of*

communication forms while they are learning how to *compare the accuracy of information from a variety of sources*.

Indicators

- **Select** reliable sources (CT/TF)
- **Compare the accuracy of information from a variety of sources (CZ/COM/CT/TF)**
- **Apply** strategies for choosing valid information from a range of [communication forms](#) (CZ/COM/CT/TF)
- **Investigate** how bias influences the message of [communication forms](#) (COM/CT/CZ/TF)

Overview

This learning experience can be used to support inquiry in relation to a central inquiry question. The suggested central inquiry question provided in this example is: *How does media influence our perception of health behaviours?* In this learning experience, learners are provided with opportunities to compare the accuracy (quality and correctness) of information from a variety of sources. Learners will have already developed strategies for selecting reliable resources and have been introduced to the concept of healthy decision-making..

Possible cross-curricular link: This learning experience provides opportunities to link to concepts and guiding questions and resources from healthy living 7.

The teacher models strategies on how to compare a range of sources to identify accurate information. Learners then work in small groups to practice these strategies with guidance from the teacher.

Evidence of Learning for the indicator:

Compare the accuracy of information from a variety of sources

For this indicator, evidence can be gathered as learners explore information for accuracy in a range of sources. Evidence can be gathered as learners make observations and identify similarities and differences they identify in information from a range of sources and offer their interpretations.

The evidence found through the learning experience for this indicator are suggestions of what teachers can look for in relation to skills and concepts. Regardless of the methods used, it is necessary for teachers to be intentional about collecting evidence of student learning to inform next steps for instruction.

Description of learning experience for the indicator

Compare the accuracy of information from a variety of sources

Potential Guiding Questions

- Why is it important to use accurate information?
- How do I know if the information is accurate?
- **How can comparing information from different sources help to determine accuracy?**
- How can I use reliable sources to determine accuracy of new information?

*The learning experience below is **one possibility** to engage learners with **this indicator**. It will be necessary to modify this experience to engage learners in a culturally and linguistically responsive way.*

Introduction

The teacher will choose 2 or 3 pre-selected images, advertisements, social media posts, etc. related to a product making health claims. The teacher can begin to model by showing learners one image. Through a Think Aloud the teacher will make observations about the health claims being made and how the claims are presented.

The teacher will display a second image and invite learners to make observations. The teacher could record the learners' observations.



Essential Graduation Competencies

Communication

This provides learners with an opportunity to engage in constructive and critical dialogue.



Suggested Evidence of Learning (Observations/Conversations)

Evidence of learning can be gathered as learners **make observations** about health claims made in the sources.

The teacher can choose one health claim that learners' observed and then model using a reliable source to determine if the information is accurate. The teacher can think aloud about what is similar in the information presented, and what is different. The teacher may use a graphic organizer like a Venn diagram to model how to organize the information into similarities and differences.

In pairs, learners can choose a different health claim and use 1-2 reliable sources to check the accuracy of the information. Learners can record their findings in a graphic organizer.



Essential Graduation Competencies

Critical Thinking

This provides learners with an opportunity to analyse and evaluate evidence, arguments, and ideas.



Suggested Evidence of Learning (Observations/Products)

Evidence of learning can be gathered as learners note **similarities and differences** on a graphic organizer.

The teacher can then guide learners to offer their interpretations about whether the health claims were accurate or inaccurate based on their findings. Learners can communicate their findings by recreating the image, advertisement, social media post etc. using accurate information from a variety of sources. The teacher can demonstrate by providing exemplars and samples and thinking aloud about how they portray a more accurate interpretation of the health claims.

Working with their partners, and with guidance and support from the teacher, learners develop their own recreated image, advertisement, social media post etc. based on the health claim they explored.



Essential Graduation Competencies

Creativity and Innovation

This provides learners with an opportunity to collaborate to create and innovate.



Suggested Evidence of Learning (Product)

Evidence of learning can be gathered as learners **offer interpretations** about health claims and **communicate their findings** through their recreated image/advertisement/social media post.

Moving Forward

Learners can move forward by investigating how bias influences the message of communication forms. Potential guiding question can be:

- Why should I question what I hear, see, and read?
- How do I recognize when an author favours one perspective over another?