English Language Arts 8

Curriculum Guide

NOVA SCOTIA
NOUVELLE-ÉCOSSE

2022

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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:
Learners will: • 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	Learners are developing as: • 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	Learners will: Engage in a range of processes for communicating To become effective and responsive communicators When they engage in the writing, design and research processes through the workshop model to develop communication forms.

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.
How learning happens.	*What* 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

> 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.

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, 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 sourc
- **Apply** strategies for choosing valid information from a range of communication forms (CZ/COM/CT/TF)
- **Investigate** how bias influences the message of communica

> The indicators support the development of skills and concepts in relation to the oucomes. 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?

Validity

- How do I know if the information is relevant to my question
- 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?

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

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 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 are perceived. In grade seven, learners begin to analyse accuracy of communication forms. In grade eight, learners continue to de

> 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 exploration of skills and concepts for this outcome can be done in any order 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*.

> 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 suggested central inquiry question provided in this example is: *How does of health behavrious?* In this learning experience, learners are provided with 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 id Learners then work in small groups to practice these strategies with guida

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.

> 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.

Description of learning experience for the indic

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.

Essential Graduation Competencies

Creativity and Innovation
This provides learners with an oppo...

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

> 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... **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 o...

> 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)
- **Compare** how communication forms vary or look the same across cultures (COM/CI/CT/TF)

Concepts and (Guiding Questions)

Expressions of Culture

- How have cultures and communities shaped who I am?
- How do various communities use communication forms to express their culture?
- How can I express my identities and cultures through communication forms?
- How do I see culture expressed in oral, written, and visual 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?
- Why do voices and perspectives vary or look the same within a culture?
- How can first voice help me to develop an authentic understanding of a culture?

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 speaker/writer/producers' choices help me to understand their message and identify the purpose?
- 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 are communication forms similar among cultures?
- How do communication forms vary among cultures?
- How do cultures influence each others' communication forms?

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 *selecting a communication form that responds to an audience and purpose*, they can *investigate ways in which communication forms are an expression of culture and identity.*

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)
- **Compare** how communication forms vary or look the same across cultures (COM/CI/CT/TF)

Overview

> Language, literature, and celebrations 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 the concept of past, present, and future; concepts of "self", and roles in relation to kinship. For the purposes of this sample learning experience, the central inquiry question gives learners the opportunity to consider how communication forms are an expression of cultural identity. Nova Scotian culture is not static; it is rooted in cultures that are rich, varied, and dynamic. By exploring cultural expressions, learners move beyond common or limited representations of Nova Scotian culture to an understanding of the deeper culture.

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 is Nova Scotian culture?* This experience offers learners opportunities to investigate a range of communication forms that represent various aspects of Nova Scotian culture.

Possible cross-curricular link: Learners may already have a topic that relates to a relevant Explore Music, Band, Social Studies, or Visual Arts. This sample learning experience relates to "Ancient and Forever: A Cape Breton School's Quarantune" by JP Cormier and Friends; however teachers can use other texts to respond to the needs of their learners. This sample learning experience would take place after learners have had the opportunity to explore definitions of culture, consider their own cultural influences, and how cultures intersect. Learners can be encouraged to consider how their home languages and cultures, age, gender identity and sexuality, and community cultures such as disability and regional cultures influence their cultural identities. This learning experience focuses on Nova Scotian cultures; however, teachers can choose other cultures to respond to their learners' needs.

The teacher models strategies on how to investigate communication forms as expressions of Nova Scotian cultures. Learners then work in partners to practice these strategies with guidance from the

teacher. Teachers can choose from a wide range of cultural expressions including, songs, poetry, videos, narratives and stories, artworks, oral histories, etc. to represent cultures from across Nova Scotia and within the learning environment.

Evidence of Learning for the indicator:
Investigate ways in which communication forms are an expression of culture and identity

For this indicator, evidence can be gathered as learners **ask and revise questions and locate details** from a range of communication forms. Further evidence of learning can be gathered as learners then i**dentify relationships and recognize represented perspectives** among the communication forms they are exploring.

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 ways in which communication forms are an expression of culture and identity

Potential Guiding Questions
- How do I see culture expressed in oral, written, and visual communication forms?

> *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 begin by leading a discussion by posing the question:
- "What is Nova Scotian culture?"

The teacher can invite learners to share their ideas and record them. The teacher can then project a video or images that represent common expressions of Nova Scotia culture. The teacher can model posing open-ended questions about the representations such as:
- Who is represented? Who is not?
- Whose experiences represented?
- Why are there so many lighthouses?
- Whose communities are represented?

Essential Graduation Competencies

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

Learners can then develop questions of their own about how Nova Scotian culture is conveyed in the video or images. Once learners have had time to develop their own questions, they can share with a partner. They can choose two questions they feel are strong, open-ended inquiry questions to share with the class.

❓ Suggested Evidence of Learning (Observations)

Evidence of learning can be gathered as learners **ask and revise questions** in relation to their observations.

Returning to the question, "What is Nova Scotian culture?" or another question generated by the class, the teacher can use one cultural expression to model strategies for **locating relevant details**. For example, the teacher might play the music video "Ancient and Forever: A Cape Breton School's Quarantune" by JP Cormier and Friends. This song is performed in the Mi'kmaw language, French, English, and Gaelic by people from Cape Breton/Unama'ki. The teacher can play the video through once before playing it again, pausing note some details they observe that support an answer to the inquiry question. The teacher can invite learners to offer suggestions of details they noticed and record their responses.

The teacher can then provide cultural expressions across a range of communication forms that represent a wide representation of Nova Scotian culture for learners to explore such as:
- songs, poetry and music videos
- stories
- interviews
- photos, posters and visual art
- websites
- advertisements and other promotional materials

Learners could also be invited to share cultural expressions they are aware of or from their own communities to be used in this part of the learning experience.

Using these cultural expressions pre-selected by the teacher, learners can work in partners to **locate relevant and dependable details** to support an answer to the inquiry question. Each pair of learners can explore a different cultural expression and record their findings. Learners may require some support to identify aspects of deep culture in their chosen cultural expressions.

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 (Conversations/Product)**

Evidence of learning can be gathered as learners **locate** and record **relevant and dependable details** from the communication forms that help to address the inquiry question.

The teacher can review the details recorded from "Ancient and Forever" and ask one pair to share some of the details they located and recorded from their cultural expressions. The teacher can model the use of a graphic organizer, such as a Venn diagram or a T-chart, to **compare the details** found in the two cultural expressions.

Learners can then work with a new partner who had chosen a different cultural expression to **organize and compare the details** they have found using the organizer modeled by the teacher. Partners can then be invited to share their organizers with the class.

Essential Graduation Competencies

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

🔍 **Suggested Evidence of Learning (Conversations/Product)**

Evidence of learning can be gathered as learners **organize and compare the details** between their communication forms.

Using "Ancient and Forever" the teacher can Think Aloud about the audience and purpose of the video based on the details they located. The teacher can use an anchor chart that includes question prompts such as:
- Who created the cultural expression?
- Who is the intended audience?
- What is the purpose?
- How do my details help me to determine the audience and purpose?

The teacher can then Think Aloud about the relationship between audience, purpose, and the perspectives that are represented in the communication form. For example, using details from the cultural expression, the teacher may draw connections between audience, purpose, and represented perspectives. The teacher can model strategies for doing further research into the author, and their intended audience and purpose as appropriate.

In partners, learners can return to their organizers and use the details they compiled to **identify the relationship** between audience, purpose, and **represented perspectives**. The teacher can then invite partners to **communicate their findings** with the class.

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 (Conversation/Product)

Evidence of learning can be gathered as learners **identify relationships** and **recognize represented perspectives** from their cultural expressions. Further evidence can be gathered as they **communicate their findings**.

Moving Forward
Learners can continue to explore the central inquiry question, *"What is Nova Scotian culture?"* They can use the cultural expressions they have investigated to *compare how communication forms vary or look the same across cultures* in order to ***create*** *oral, written, and visual communication forms* that express their responses to the inquiry question.

For example, learners might choose to create a song, video, artwork, poem, or story in response to the inquiry question. Teachers will need to provide explicit instruction to support learners in the creation of their chosen communication forms.

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, 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 with a critical lens?
- How does posing different types of questions help me to determine the difference between personal and critical responses?

Communication Forms

- How do communication forms have an impact on the interpretation of the message?
- How do my perspectives and experiences influence my interpretations of communication forms?
- Why do my interpretations change depending on the communication form?
- How do my interpretations influence my understanding of communication forms?
- How can I become more independent in questioning my interpretations of perceived messages?

Ideas

- How are ideas developed?
- How does talking to others help me to develop and extend my ideas?
- How can I use ideas from a range of mentor texts to extend my own ideas?
- How can I use different strategies to extend my ideas?
- How can I become a creative risk-taker to extend my ideas?

Audience and Purpose

- How do audience and purpose direct my response?
- Why do audience and purpose need to be considered?
- How do I determine the effectiveness of my response in relation to my audience and purpose?

Supporting Details

- Why is it essential to support my ideas and responses with details and evidence?
- How do I determine if details are relevant?
- How do I use details to effectively support my ideas and responses?
- How do I gather supporting details from various sources to support my ideas and responses?
- How do others use details to support their ideas and responses?
- How do I know if my supporting details are accurate and relevant 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

Independently and collaboratively 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 *investigate the relationship between audience, purpose, and the chosen communication form,* while they *analyse how supporting details support 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, 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: *How can we use technology to adapt to changes in our environment?* 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 8.

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 I gather supporting details from various sources to support 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, "*How can we use technology to adapt to changes in our environment?*" This sample learning experience relates to Social Studies 8, using the text *A Changing Canada*; however teachers can use other texts to respond to the needs of their learners. The teacher can project or share the passage from *A Changing Canada* that illustrates how technological can be used to adapt to a changing environment for the class to consider while posing the question :

- What supporting details will I gather and select to support ideas about how technology can be used to adapt to changes in our environments?

In the first read through, the teacher will read the passage 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 stips for display.
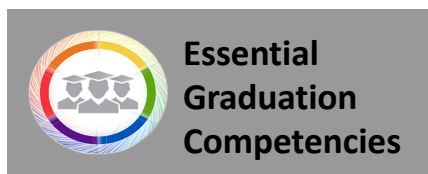
Essential Graduation Competencies

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:
- How do I determine if details are relevant?
- How do I know if my supporting details are accurate and relevant to my ideas and responses?

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 ideas about how we can use technology to adapt to changes in our environment.

The teacher can wonder aloud, sharing their perspective, about which supporting details most strengthen/support an idea about how we can use technology to adapt to changes in our environment.

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 ideas. Through

Essential Graduation Competencies

Communication
This provides learners with an opportunity to listen and interact

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.

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 technology can be used to adapt to changes in our environment.

Moving Forward

The teacher will then model and guide learners on how to determine accuracy (quality and correctness) of information found in the passage from *A Changing Canada*.

In order to support learners in determining accuracy, teachers can then support learners in engaging in further research on the technologies identified in *A Changing Canada* and how they help to adapt to changes in the environment in order 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 technology 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, "*How can we use technology to adapt to changes in our environment*?" 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 I use imagination to extend ideas?
- How do I support my ideas using accurate and relevant details?
- How can exploring author's craft in a range of texts help me to develop my ideas?
- How do I blend my ideas with the ideas of others during the creative process?
- How do I use research to develop ideas?
- How do various perspectives influence my 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 design process to modify my work?
- How do I use the research process to develop, extend and support my ideas?
- How can I use the writing process to communicate effectively?

Communication Forms in Relation to Audience and Purpose

- How does audience and purpose influence my choice of communication form?
- Why do my audience and purpose need to be considered when choosing a communication form?

- How can changing communication forms impact the message?
- How can I combine oral, written and visual communication forms in ways that are new to me?
- Why is it important to consider the impact of my communications?
- How do I modify my communications to reach different audiences?

Revision, Editing, and Proofreading Strategies

- How can talking with others lead me to examine and inform my revision, editing and proofreading strategies?
- How do conventions contribute to effective communication?
- How can I extend my revision, editing and proofreading strategies?
- How do revising, editing, and proofreading enhance communication?

Publishing and Sharing

- How does my communication form influence my publishing process?
- How does my communication form influence my process of sharing?
- How can I ensure my sharing process communicates my purpose?
- How does my audience and purpose 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?
- How do I choose what I want to publish and share?

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.

Compare
Make observations; identify similarities and differences; identify relationships and offer an interpretation; communicate the 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 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 *apply writing, design, and research processes* in order to *investigate how ideas can be developed.*

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 do we tell our stories?* In this experience, learners first brainstorm ideas through a writing activity, and then provide each other feedback in order to develop their ideas further.

Evidence of Learning for the indicator:

Investigate how ideas can be developed when creating oral, written, and visual communication forms

Evidence of learning can be gathered through an exploration of using feedback from a potential audience to develop ideas. Further evidence can be collected as learners identify and compare details that can be incorporated into their ideas.

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 ideas can be developed when creating oral, written, and visual communication forms

Potential Guiding Questions
- How do I blend my ideas with the ideas of others during the creative process?

> *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 invite learners to generate possible ideas through freewriting that they may want to develop. The teacher should suggest that if a learner does not know the word they want in English, they should write it in their home language.

Learners are given a few minutes to think, then they begin to write/type/record any words, thoughts, experiences or ideas that come to them. Learners should be encouraged to write non-stop and should not be concerned with any conventions of writing (spelling, punctuation, grammar, etc). Should they run out of ideas, learners are asked to continue writing the same thing over and over again until a new idea comes to them or time expires.

Essential Graduation Competencies

Creativity and innovation
This provides learners with an opportunity to gather information through all senses to imagine, create, and innovate.

After writing, learners may wish to share some of their ideas or discuss the process. The teacher should also provide time to share the idea that they might like to develop further. For learners who have not yet found an idea to develop, have them return to what they wrote. Ask them to identify (highlight, circle, underline) favourite words or phrases that catch their attention.

In small groups or as a whole class, learners discuss their findings:
- What sort of things caught their attention?
- Have they identified a favourite idea?
- How did they decide?

The teacher will introduce the following guiding question:
- How do various perspectives influence my ideas?

The learners can refer to this question as they move on in the learning experience.

The learners work in groups in order to share their ideas. Each learner will be asked to contribute one or two pieces of feedback on each of the ideas in the group. The feedback should contribute to the development of the idea by:

- adding potential details
- contributing a plot point
- suggesting imagery used to convey meaning
- developing a character, or character dynamics
- recommending formats or genres through which the idea could be expressed

Essential Graduation Competencies

Communication
This provides learners with an opportunity to listen and interact purposefully and respectfully in formal and informal contexts and to engage in constructive and critical dialogue.

The feedback offered by the learners will not all be used to develop the idea, but this stage of the learning experience is an opportunity to find information that might help.

Suggested Evidence of Learning (Conversations)

Evidence of learning can be collected as learners are **locating details** that can be used to support the development of their ideas.

Now that learners have a number of contributions that might support the development of their original idea, they will have an opportunity to organize and compare the information they have collected.

Learners can use any method for organizing their information, (self-created graphic organizers, annotations to their notes, etc.) then they identify and compare details from the feedback. Learners may

- identify details that are in alignment with the original ideas/intent.
- compare suggestions that keep being repeated in some way that relate to theme, subject, plot, character development, etc.,
- select feedback that best develops the original idea.

Essential Graduation Competencies

Critical Thinking
This provides learners with an opportunity to reflect on personal ideas and opinions relative to the ideas and contributions of others

Suggested Evidence of Learning (Observations)

Evidence of learning can be collected as learners identify and **compare** suggestions that can be used to support the development of their ideas.

Suggested Evidence of Learning (Product)

Learners **communicate** how their idea has been developed through feedback from a potential audience.

Moving Forward

If necessary, learners can repeat the idea generation activity to discover a new idea that they want to gather feedback on and develop. Having engaged in the idea generation or prewriting phase of the writing process learners now move into the drafting phase of writing or representing. They can then move into the drafting phase.

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 evaluate 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)
- **Compare** 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

- How does the audience influence my communication strategies?
- How can observing the author's craft in a range of mentor texts help me to choose effective speaking and writing strategies for my audience?
- Why is it important to use a variety of communication strategies?
- How do I choose effective oral and writing strategies to enhance communication for my audience and purpose?
- How can communication strategies change depending on audience and purpose?

Language Use

- How can my language use (voice, word choice, and sentence style) contribute to clear and fluid communication?
- How do I know if the language I use is contributing to effective communication?
- How do I modify my language based on the audience and purpose?
- How can I extend my strategies for language use?

Accuracy, Reliability, Validity, and Bias

- How do my experiences and perspectives influence my communication?
- Why is it important to use accurate information in my communications?
- How does valid information strengthen my ideas in my communications?
- What strategies can I use to identify reliable sources?
- Why is it important to recognize how my bias impacts my communications?

Organizational Structures and Devices

- How are organizational structures and devices similar and different for speaking and writing?
- How are organizational structures and devices similar and different in mentor texts?
- How do I know if the organizational structures and devices used are effective?
- What organizational structures and devices work best for my communication form?
- How can using various organizational structures and devices enhance my work?

Conventions

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

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.

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 *evaluate the effectiveness of communication strategies in relation to audience and purpose* while they are learning how to *compare organizational structures and devices for intended audience and purpose.*

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)
- **Compare 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 can we adapt to ongoing change?* This experience offers learners opportunities to compare organizational structures and organizational devices in information texts in order to support them in choosing appropriate and effective structures and devices. This can be done in context as an opportunity for a cross-curricular learning experience - learners may already have a topic that relates to a relevant Science, Social Studies, or Healthy Living concept. The sample learning experience relates to Social Studies 8, using the text **A Changing Canada**; however teachers can use other information texts to respond to the needs of their learners. Learners have already been introduced to various organizational structures and devices. This learning experience focuses on the organizational structure of problem and solution; however, teachers can choose organization structures to respond to their learners' needs.

The teacher models strategies on how to compare organizational structures and devices to support

learners in choosing structures to communicate with an intended audience in relation to purpose. 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 8.

Evidence of Learning for the indicator:
Compare organizational structures and devices for intended audience and purpose.

For this indicator evidence of learning can be gathered as learners observe similarities and differences in organizational strategies and devices, and identify relationships between organizational structures and audience and purpose. Evidence can also be gathered as learners offer interpretations of their organizational structures in relation to audience and purpose and communicate their findings.

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 organizational structures and devices for intended audience and purpose.

Potential Guiding Questions
- How are organizational structures and devices similar and different in mentor texts?

*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 introduce Problem and Solution as an organizational structure that can be used to communicate how people can adapt to change. The teacher can project selections from *A Changing Canada* or another text that show the organizational structure of Problem and Solution. Referring to pre-selected pages from the text, the teacher can Think Aloud about different examples of Problem and Solution they observe (infographic, table or chart, etc.) and how they are used to show adaptation to changes. The teacher can identify key words they used to help them determine the organizational structure such as challenge, solution, change, adaptation etc.

The teacher can invite learners to share other examples of Problem and Solution from the text. Using the same or different texts, learners can work in pairs to locate other examples of Problem and Solution. They can be invited to share their examples with the class and to identify key words they used to determine if the organizational structure they observed was Problem and Solution.

Essential Graduation Competencies

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

Suggested Evidence of Learning (Observation/Conversation)

Evidence of learning can be gathered as learners **make observations** about the organizational structure of Problem and Solution.

Using the samples of Problem and Solution the class found in the text(s), the teacher can then model and Think Aloud about various organizational devices they observe. As the teacher is modeling, they can begin an interactive anchor chart listing the organizational devices they observe such as:

- photos
- titles
- headings and subheadings
- bold print
- tables, charts, graphs

Essential Graduation Competencies

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

The teacher can Think Aloud about how the information is organized using various organizational devices. The teacher can highlight what is similar and different between two samples.

In partners or small groups, learners can observe organization devices in other Problem and Solution samples. As learners identify organizational devices, they can place their findings on the interactive anchor chart.

Learners can then identify similarities and differences in how organizational devices are being used in their Problem and Solution samples. They can record their findings in a graphic organizer.

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/Product)

Evidence of learning can be gathered as learners **identify similarities and differences** in how organizational devices are being used.

The teacher can then invite learners to share their groups' findings with the class and record responses. After learners have shared, the teacher can lead a class discussion about which organizational devices were the most common and highlight those devices on the interactive anchor chart. The teacher can wonder aloud about why particular organizational devices might commonly appear. The teacher can model their thinking by demonstrating how that device is used in different Problem and Solution samples. The teacher can identify relationships between an organizational device that was highlighted and its function in the texts (e.g. how headings and subheadings can be used to organize ideas and supporting details)

In partners, learners can then discuss a different organizational device they identified and how it helps to organize information in a Problem and Solution sample. The teacher can then invite partners to offer their interpretations as to why they feel their organizational device is commonly used.

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 **identify relationships** between organizational devices and how they are used in texts **and offer an interpretation** about why they feel certain organizational devices are commonly used.

Learners can then be given the opportunity to reflect and share on how comparing organizational structures and devices in mentor texts can support their writing strategies for effective communication. Learners can consider which organizational structures they might use in their own writing about adapting to change.

Essential Graduation Competencies

Communication
This provides learners with an opportunity to express and respond to ideas, information, learnings, perceptions, and feelings appropriate to audience and purpose through multiple media forms.

? Suggested Evidence of Learning (Product)

Evidence of learning can be gathered as learners **communicate their findings** about how organizational structures are similar and different in mentor texts.

Moving Forward

As learners implement writing strategies to develop their own communications about adapting to change, they can use the organizational structures and devices they compared in order to consider the following questions:

- How do I know if organizational structures and devices used are effective?
- What organizational structures and devices work best for my communication form?
- How can using various organization structures and devices enhance my work?

> 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

- How do I know if the strategies I am using are effective?
- How can I monitor my active listening strategies?
- How can I modify the active listening strategies I am using to comprehend?
- How can I be a more active listener?
- 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 understanding?
- Why is it important to 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 understanding?
- Why is it important to consider a range of perspectives?
- How do ideas and information from the communication form influence my understanding?
- How do I synthesize what I know with what I have learned?

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, readinding a 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, students may *investigate how reading and viewing strategies are used in comprehension* while they are learning how to *reflect on how perspectives influence comprehension of communication forms.*

Indicators

- **Apply** active <u>listening strategies</u> for comprehending meaning in a range of <u>communication forms</u> (COM/CI/CT)
- **Investigate** how <u>reading and viewing strategies</u> are used in comprehension (COM/CT/TF)
- **Analyse** how <u>communication forms</u> influence comprehension (COM/CI/CT)
- **Reflect on how perspectives influence comprehension of <u>communication forms</u> (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?* Learners have the opportunity to reflect on how perspectives influence comprehension of communication forms by asking questions about songs from an artist. Learners consider their own perspectives and perceptions about the meaning of the texts, and learn more about the artist to evaluate and refine their original interpretation. Communicating the impact of this process is an important culminating step for learners as they learn how to reflect in this context.

Evidence of Learning for the indicator:
Reflect on how perspectives influence comprehension of communication forms

Evidence of learning can be gathered here as learners ask questions about experiences, examine ideas and the perspectives of others, and consider the perspective and perceptions of the author/artist. Further evidence can be gathered as learners communicate the impact of this process.

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
● Why is it important to consider a range of perspectives?

> *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 facilitate a class discussion to collectively arrive at a music artist that the learners are interested in exploring.

The teacher can select a song to be shared and the class will then have an opportunity to listen to the entire song from the beginning to the end without any interruptions. Learners may choose to make notes of words/phrases/imagery that catch their attention or that they would like to explore/discuss further in the learning experience.

The teacher will play through the song a second time, and intentionally pause the song based on where they think the lyrics may be challenging for the learners, or where, by providing background knowledge, the learners will have a better understanding of the text.

Each time the teacher stops the song they may share wonderings (for example, "I wonder if this means that the artist..." or "I wonder why the author said _____ that way?") then invites the learners to consider and discuss these wonderings as a class.

Essential Graduation Competencies

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

As learners consider these prompts from the teacher, they are encouraged to draw upon their experiences and prior knowledge, to make inferences and connections, and to ask and answer questions. The teacher can help to start this questioning by asking:
● What is meant by the lyrics/poem?
● How could I identify if word choices may have deeper meaning?
● How do my experiences influence my interpretation of the lyrics?

Essential Graduation Competencies

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

🔍 Suggested Evidence of Learning (Observations)

The teacher provides feedback as learners **ask questions** and attempt to answer their own questions using prior knowledge, inferences, evidence from the text and their own perceptions.

The teacher can offer the following question while learners engage in the following experience:
- How might the experiences/perspectives of others influence my interpretation?

Next, the teacher plays a different song by the same artist. Now, learners will decide when to stop and wonder to collectively compile a list of questions that help them interpret the lyrics. Finally, learners have an opportunity to answer the compiled questions through a think-pair-share group discussion.

Essential Graduation Competencies

Critical Thinking
This provides learners with an opportunity to reflect on personal ideas and opinions relative to the ideas and contributions of others.

🔍 Suggested Evidence of Learning (Conversations)

Learners **consider the ideas, perceptions, and perspectives** of peers to answer the compiled questions.

The teacher can provide each group with a source containing biographical information of the artist to further contextualize and explain the lyrics. The teacher may wish to model strategies for determining relevant information that will help learners come to know the intentions of the lyrics.

Learners consider information about the lived experiences of the artist in order to refine their initial interpretations. This also allows them to consider how the perspective of the artist influences what they understand.

Using this new information learners decide on a final possible interpretation of the song.

Learners can choose to decide on an interpretation of the first or second song as per their preference.

Essential Graduation Competencies

Critical Thinking
This provides learners with an opportunity to synthesize information from relevant and reliable sources as well as analyse

and evaluate evidence, arguments, and ideas.

To support this process, teachers may prompt learners with the following questions:
- How do the author/artist's lived experiences influence their work?
- How do I combine the artist's perspective with my own to interpret/create meaning from the lyrics?

🔍 Suggested Evidence of Learning (Conversation/Observation/Product)

Evidence of learning can be collected as learners **evaluate perceptions and perspectives** of the artist and the impact these have on the creation of their music. Further evidence can be gathered as learners **synthesize perceptions and perspectives** to arrive at a final interpretation of the song.

Learners will now produce a visual, video, text, etc., about the journey that their interpretation has taken through the previous sections of the learning experience. To facilitate this, teachers can ask the following questions:
- How has my interpretation changed?
- How can the perceptions of others influence their creation of meaning?
- How do the lived experiences of others influence how I understand what I read/hear/view?
- How did my prior knowledge impact how I made sense of the song?
- How did I evaluate new information to synthesize versus not include?
- How can I recognize if my thinking has changed?

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 (Product)

Learners communicate the **impact of the process** of exploring the perceptions and experiences of others and how they influence the comprehension of meaning.

> 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** 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 can I use a reliable source to confirm new information?
- How do I know if a source is reliable?
- What do I do if I am not sure if a source is reliable?
- How can the reputation of the source help to determine its reliability?

Accuracy

- Why is it important to use accurate information?
- How do I know if information is accurate?
- How can I use reliable sources to determine the accuracy of new information?
- How do I use strategies to determine if information is accurate across a range of sources?

Validity

- How can I develop strategies to determine validity?
- How can I choose valid information from a range of sources?
- How can valid information from a range of sources 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 consider the voice, perspectives, and points of view represented in a text to determine bias?
- How does bias (stereotyping, attitudes, beliefs, prejudices) in communication forms influence the message?

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* while *comparing accuracy of information from a variety of sources.*

Indicators

- **Select** reliable sources (CT/TF)
- **Compare** 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 are all narratives influenced by bias?* There are many reasons for communication. This learning experience will explore a specific message, and relate how the purpose and meaning of this message are conveyed. In this investigation learners will investigate how bias influences the message presented in this video.

Evidence of Learning for the indicator:

Investigate how bias influences the message of communication forms

For this indicator, evidence can be gathered as learners ask questions, locate relevant details, and recognize perspectives regarding bias as it appears in messaging created for a persuasive purpose.

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 bias influences the message of communication forms

Potential Guiding Questions

- Why should I question what I hear, see, and read?

- How does bias (stereotyping, attitudes, beliefs, prejudices) in communication forms influence the message?

*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

As a class, learners will have an opportunity to watch/read a news report about a specific conflict. (To create an opportunity for cross curricular learning, choose a concept that relates to Science or Social Studies). While watching, learners can generate questions they have about the conflict.

Essential Graduation Competencies

Critical Thinking
This provides learners an opportunity to ask critical and purposeful questions and formulate decisions based on evidence.

Based on the individually developed questions, the learners can identify similar topics to create interest groups, with teacher guidance as needed. Those groups will combine and refine their questions to develop a single inquiry question that will allow learners to compare information from a variety of perspectives.

Suggested Evidence of Learning (Observations)

Evidence of learning can be gathered as learners **ask and revise questions** about the conflict.

Learners will then locate answers to their question from a variety of traditional and non-traditional sources, and from multiple perspectives. The goal is not for learners to find corroborating information, but rather to find opposing or differing perspectives about the same topic.
- How can I identify similar information that is portrayed in different ways?
- Who is presenting the information?

Essential Graduation Competencies

Critical Thinking
This provides learners with an opportunity to develop curiosity, inquisitiveness and creativity, flexibility, and persistence, open and fair mindedness.

🔍 Suggested Evidence of Learning (Observations)

Evidence of learning can be collected as learners **locate details** from differing sources and perspectives.

Learners will compare the information found in order to identify:
- strategies used by the media sources to shape a particular viewpoint.
- information that was prioritized or omitted
- people, communities, groups, or stakeholders missing from the reports.

Essential Graduation Competencies

Citizenship
This provides learners an opportunity to recognize the complexity and interconnectedness of factors in analysing issues.

Finally they consider how this perspective influences the message or content of the report. Teachers can help facilitate a discussion with the following questions
- Why is the source sharing the information in that way?
- Why was specific information included in the report?

Essential Graduation Competencies

Communication
This provides learners an opportunity to analyse the impact of information communication technology in relation to social justice, social equity issues.

Suggested Evidence of Learning (Observations/Conversations)

Teachers can provide feedback to learners as they **compare** their answers to **recognize the perspective** of the source.

The learners now have information and details that will help them to consider how bias influences the messages in relation to the conflict. Learners can communicate their findings in several ways:
- Make a video comparison of the ways that similar information was presented
- Design a graphic that represents the viewpoints/perspectives of the related groups as the perceive information
- Re-dub or re-write a media piece, replacing the parts of the report that were conveyed with bias.

Essential Graduation Competencies

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

Suggested Evidence of Learning (Products)

Evidence of learning can be collected as learners **communicate the findings** of their investigation of how bias influences the message in relation to this conflict.

Moving Forward

To continue cross curricular investigation:

- In Social Studies learners may consider the factors that influence how conflicts are covered in the media.
- In English language arts learners may reflect on how perspectives influence comprehension of communication forms