

Understanding Curriculum: English Language Arts

Contexts and Suggested Themes and Topics for Middle Level English Language Arts Units:

Contexts (one unit from each of the following)	Grade 6	Grade 7	Grade 8	Grade 9
Personal and Philosophical Students are looking inward and focusing on self-image and self-esteem. They reflect on self and life, and on their beliefs and values and those of their society.	Growing Up or Into the Spotlight (Self and Relationships) or Your Choices	Participating and Giving Our Personal Best (Model Unit) or Finding the Courage or Exploring Thoughts, Feelings, and Ideas	Becoming Myself or In My Mirror or Telling One's Life Story	Exploring Loyalty, Love, and Relationships (Model Unit) (Semester I) or All that I Am - The Search for Self (Semester I)
Social, Cultural, and Historical Students look outward and examine their relationships with others, their community, and that of the world. They also consider the historical context.	Peace and Conflict (Model Unit) or Going the Distance or Looking for Answers or Canada's Links to the World	Voices Through the Ages - Reconstructing the Past or Building a Better World or Young People in History or Heroes Gallery	Adventure and Adventurers (Model Unit) or Is it Fair? - In Search of Justice or Building a Better World or Heroic Ways	Conflicts, Challenges, Issues, and Choices - Doing the Right Thing (Model Unit) (Semester I) or Taking Risks: Setting Limits or Equal Opportunity
Imaginative and Literary Students consider imaginary worlds and possibilities (e.g. What if...), as well as a range of genres and authors.	Tales - Heroes, Deeds, and Wonders or Suspense or Marvels Then and Now or Fantastic Fiction	Mysteries Uncanny Incidents, and Unusual Happenings (Model Unit) or Imagined Worlds or Actions and Reactions	Timeless Narratives of the First Nations and Greek Peoples (Model Unit) or Other Skies or Mystery Maze	Indigenous and Norse Narratives (Model Unit) (Semester I), or Looking Beyond - Imagining New Worlds and the Future, or Laugh Lines, or Endless Possibilities
Communicative Students consider the role of communication in their lives and the ideas and technologies that help people become effective communicators.	Messages or Scripts to Act Out or Off the Page or Biographies or Science Fiction	Lighten Up! - On the Funny Side or Thinking for Oneself or It's Showtime!	Burning Questions or Fast Forward or Popular Culture or Beneath the Ink or Buy It, You'll Like It	Our Shared Linguistic and Cultural Roots (Model Unit) (Semester II), or Listen to the Music, or Side by Side, or Image and Information
Environmental and Technological Students explore the elements of the natural and constructed world and the role of technology and related developments in their society.	Taking Flight (Model Unit), or Space, Stars, and Quasars, or Systems for Living, or Biodiversity, or Electricity	Doing Our Part for Planet Earth or Think Outside the Box or Taking Action	An Eye on Our Natural and Technological Environment or Survival or Creating Turning Points	Surviving and Conquering (Model Unit) (Semester II) or Building a Better Planet or In Touch or Final Frontier

English Language Arts Across the Grades

K-12 Goals	Grade 6 Communicating Ideas and Experiences with Clarity	Grade 7 Communicating Ideas and Experiences with Clarity and Correctness	Grade 8 Communicating Ideas and Experiences with Clarity, Correctness, and Variety	Grade 9 Communicating Ideas and Experiences with Clarity, Correctness, and Effect (Emphasis)	
<p>Comprehend and Respond: Students will develop their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other media) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.</p>	<ul style="list-style-type: none"> – Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity, social responsibility, and efficacy. – Select and use strategies to construct meaning before, during, and after viewing, listening, and reading. – Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and confirm meaning. – View, respond, and demonstrate comprehension of visual and multimedia texts including traditional and contemporary texts from First Nations, Métis, and other cultures. – Listen to understand, respond, and analyze oral information and ideas from a broad range of texts. – Read and demonstrate 	<ul style="list-style-type: none"> – Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity, social responsibility, and efficacy. – Select and use strategies to construct meaning before, during, and after viewing, listening, and reading. – Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and confirm meaning. – View and demonstrate comprehension and interpretation of visual and multimedia texts with specific features and complex ideas. – Listen critically to understand and analyze oral information and ideas. – Read and demonstrate comprehension and interpretation of 	<ul style="list-style-type: none"> – Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity, social responsibility, and efficacy. – Select and use strategies to construct meaning before, during, and after viewing, listening, and reading. – Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and confirm meaning. – View and demonstrate comprehension and interpretation of visual and multimedia texts to locate and interpret key messages, to develop conclusions, opinions, and to evaluate the effectiveness of the text. – Listen critically to understand, gather information, follow 	<p>Semester One</p> <ul style="list-style-type: none"> – Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity, social responsibility, and efficacy. – Select and use strategies to construct meaning before, during, and after viewing, listening, and reading. – Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and confirm meaning. – View and demonstrate comprehension and evaluation of visual and multimedia texts to glean ideas suitable for identified audience and purpose. – Listen purposefully to understand, analyze, and evaluate oral information and ideas including conversations, discussion, 	<p>Semester Two</p> <ul style="list-style-type: none"> – Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address identity, social responsibility, and efficacy. – Select and use strategies to construct meaning before, during, and after viewing, listening, and reading. – Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and confirm meaning. – View and demonstrate comprehension of visual and multimedia texts to synthesize and summarize ideas from multiple visual and multimedia sources. – Listen purposefully to understand, analyze, and evaluate oral information and ideas including directions and speeches,

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	<p>comprehension and interpretation of texts, including traditional and contemporary texts from First nations, Métis, and other cultures.</p> <ul style="list-style-type: none"> - Demonstrate comprehension of a variety of information texts with some specialized language. - Read grade 6 appropriate texts to increase fluency and expression. 	<p>texts, including traditional and contemporary texts from First nations, Métis, and other cultures.</p> <ul style="list-style-type: none"> - Demonstrate comprehension of a variety of specialized information texts. - Read grade 7 appropriate texts to increase fluency and expression. 	<p>directions, form an opinion, and analyze oral presentations.</p> <ul style="list-style-type: none"> - Read and demonstrate comprehension and interpretation of texts, including traditional and contemporary texts from First nations, Métis, and other cultures. - Demonstrate comprehension of a variety of information texts including understanding the main ideas and supporting evidence, explaining connections between new ideas and information and previous thoughts, and recognizing bias. - Read grade 8 appropriate texts to increase fluency and expression. 	<p>interviews, and speeches.</p> <ul style="list-style-type: none"> - Read, comprehend, and interpret texts, including traditional and contemporary texts from First nations, Métis, and other cultures to develop insightful interpretation and response. - Comprehend a variety of information texts including expository essays, historical accounts, news articles, and scientific writing. - Read grade 9 appropriate texts to increase fluency and expression. 	<p>recognizing train of thought, main points, and presentation techniques.</p> <ul style="list-style-type: none"> - Read, comprehend, and interpret texts, including traditional and contemporary texts from First nations, Métis, and other cultures to develop insightful interpretation and response. - Comprehend a variety of information texts including expository essays, historical accounts, news articles, and scientific writing. - Read grade 9 appropriate texts to increase fluency and expression.
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<p>Compose and Create: Students will develop their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.</p>	<ul style="list-style-type: none"> – Create visual, multimedia, oral, and written texts to explore identity, social responsibility, and efficacy. – Select and use strategies to communicate meaning before, during, and after speaking, writing, and other representing activities. – Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and communicate meaning. – Create and present representations to communicate ideas and information. – Use oral language to interact with others in pairs, and small and large group situations. – Use oral language to express information and ideas in formal and informal situations. – Write to describe a 	<ul style="list-style-type: none"> – Create visual, multimedia, oral, and written texts to explore identity, social responsibility, and efficacy. – Create and present a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts. – Select and use strategies to communicate meaning before, during, and after speaking, writing, and other representing activities. – Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and communicate meaning. – Create and present presentations including visual and multimedia presentations and enhance communication with appropriate graphic 	<ul style="list-style-type: none"> – Create visual, oral, written, and multimedia texts to explore identity, social responsibility, and efficacy. – Create and present a group inquiry project related to a stand on a topic, theme, or issue studied in English language arts. – Select and use strategies to communicate meaning before, during, and after speaking, writing, and other representing activities. – Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and communicate meaning. – Create and present visual and multimedia presentations with adequate detail, clarity, and organization to explain, to persuade, 	<p>Semester One</p> <ul style="list-style-type: none"> – Create visual, oral, written, and multimedia texts to explore identity, social responsibility, and efficacy. – Create and present an individual inquiry project related to a stand on a topic, theme, or issue studied in English language arts. – Select and use strategies to communicate meaning before, during, and after speaking, writing, and other representing activities. – Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and communicate meaning. – Create and present visual and multimedia presentations to best represent message for an intended audience and 	<p>Semester Two</p> <ul style="list-style-type: none"> – Create visual, oral, written, and multimedia texts to explore identity, social responsibility, and efficacy. – Create and present an individual inquiry project related to a stand on a topic, theme, or issue studied in English language arts. – Select and use strategies to communicate meaning before, during, and after speaking, writing, and other representing activities. – Use pragmatic, textual, syntactic, semantic/lexical/morphological, graphophonic, and other cues to construct and communicate meaning. – Create and present visual and multimedia presentations including addressing various audiences for one purpose.

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	<p>place; to narrate an incident in a multi-paragraph composition and in a friendly letter; to explain and inform in multi-step directions and a short report explaining a problem and providing a solution; and, to persuade to support a viewpoint or stand.</p> <ul style="list-style-type: none"> - Experiment with a variety of text forms and techniques. - Prepare a teacher-guided inquiry report related to a stand on a topic, theme, or issue studied in English language arts. 	<p>organizers, charts, circle graphs, timelines, maps, and sound effects.</p> <ul style="list-style-type: none"> - Use oral language to interact with others in pairs, and small and large group situations. - Use oral language to express information and ideas in formal and informal situations. - Write to describe a person; to narrate an imaginary incident or story; to explain and inform a news story, a factual account, and a business letter; to persuade in a letter and in interpretation of a text. - Experiment with a variety of text forms. 	<p>and to entertain.</p> <ul style="list-style-type: none"> - Use oral language to interact in a variety of situations including one-to-one, small group and large group discussions. - Use oral language to express information and ideas of complexity in formal and informal situations. - Write to describe a landscape scene; to narrate a personal story or anecdote and a historical narrative; to explain and inform in a presentation of findings, a biography, a documented research report, and a résumé and covering letter; and to persuade in a mini-debate and a review. - Experiment with a variety of text forms and techniques 	<p>purpose.</p> <ul style="list-style-type: none"> - Use oral language to interact in a variety of situations including one-to-one, small group and large group discussions. - Use oral language intentionally to express information and ideas in formal and informal situations. - Write to describe, to narrate, to explain and inform, and to persuade. - Experiment with a variety of text forms and techniques. 	<ul style="list-style-type: none"> - Use oral language to interact in a variety of situations including one-to-one, small group and large group discussions. - Use oral language intentionally to express information and ideas in formal and informal situations. - Write to describe, to narrate, to explain and inform, and to persuade. - Experiment with a variety of text forms and techniques.
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<p>Assess and Reflect: Students will develop their abilities to assess and reflect on their own language skills; discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers; and set goals for future improvement.</p>	<ul style="list-style-type: none"> – Consider which viewing, listening, reading, representing, speaking, and writing strategies work best for each task and situation. – Appraise own viewing, listening, reading, representing, speaking, and writing skills and strategies, and set goals for improvement. – Appraise own and others' work for clarity. 	<ul style="list-style-type: none"> – Set and achieve short-term and long-term goals to improve viewing, listening, reading, representing, speaking, and writing strategies. – Appraise own and others' work for clarity and correctness. 	<ul style="list-style-type: none"> – Use information gathered in self-assessment and teacher's assessment to develop and work on goals for improving viewing, listening, reading, representing, speaking, and writing. – Appraise own and others' work for clarity, correctness, and variety. 	<p>Semester One and Two</p> <ul style="list-style-type: none"> – Assess personal strengths and needs as a viewer, listener, reader, representer, speaker, and writer and contributions to the community of learners, and develop goals based on assessment and work toward them. – Assess own and others' work for clarity, correctness, and impact.