

Illustrative Examples
for
English Language Arts

Kindergarten to Grade 9

January 2000

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Illustrative Examples
for
English Language Arts

Grade 9

January 2000

PREFACE

The program of studies for English Language Arts Kindergarten to Grade 9 is approved for provincial implementation in September 2000. The prescribed general outcomes and specific outcomes from the program of studies are included in this illustrative examples document. The illustrative examples are not prescribed, but they support the program of studies by indicating some of the ways in which students can demonstrate specific outcomes at each grade level. The illustrative examples add clarity about the intended depth and breadth of specific outcomes.

The general outcome from the program of studies is located at the top of each page. The specific outcomes for Grade 9 are located in the left-hand column of each page, and the illustrative examples are located in the right-hand column of each page.

ACKNOWLEDGEMENT

Alberta Learning would like to thank the many teachers across the province who have contributed to the development of these illustrative examples.

GRADE 9

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore

Specific Outcomes	Illustrative Examples						
<p>Express ideas and develop understanding</p> <ul style="list-style-type: none"> talk with others and experience a variety of oral, print and other media texts to explore, develop and justify own opinions and points of view explore and explain how interactions with others and with oral, print and other media texts affect personal understandings extend understanding by taking different points of view when rereading and reflecting on oral, print and other media texts 	<ul style="list-style-type: none"> After discussing their own points of view on a topic, such as “daring to be different” or “making the best choices for me,” students read poems, such as <i>Warning</i> and <i>Advice to the Young</i>. They reexamine their opinions in light of the poems and create a collage representing their point of view. A group of students gathers information on curfews from the library, the local newspaper and interviews with other students and the local police. The students decide that a curfew in the community would be a good way to deal with vandalism, and they write an editorial for the school newspaper. Students write a response to the poem <i>Sporting Words</i> and, as a class, develop three questions about the poem that they then discuss with others. They write a new response to the poem, and discuss how and why this response is different from the first one. Students view a cartoon, news story or a video clip on an issue of relevance to teenagers; e.g., graduated drivers’ licences for new drivers. In groups, students role play people with different perspectives on the issue—parent, police officer, new driver, insurance agent—and discuss the issue from those points of view. Students choose to read the poem <i>Fifteen</i> from different points of view; e.g., a motorcyclist, a mother whose child wants to buy a motorcycle, someone who had a motorcycle accident. They write responses from those points of view. As they read, student complete a KWL chart and use this to discuss how their views have changed. <table border="1" data-bbox="729 1593 1435 1787"> <thead> <tr> <th data-bbox="729 1593 964 1661">What I Know</th> <th data-bbox="964 1593 1200 1661">What I Want to Learn</th> <th data-bbox="1200 1593 1435 1661">What I Learned</th> </tr> </thead> <tbody> <tr> <td data-bbox="729 1661 964 1787"></td> <td data-bbox="964 1661 1200 1787"></td> <td data-bbox="1200 1661 1435 1787"></td> </tr> </tbody> </table>	What I Know	What I Want to Learn	What I Learned			
What I Know	What I Want to Learn	What I Learned					

GRADE 9

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.1 Discover and Explore (continued)

Specific Outcomes	Illustrative Examples																		
<p>Experiment with language and forms</p> <ul style="list-style-type: none"> develop and extend understanding by expressing and responding to ideas on the same topic, in a variety of forms of oral, print and other media texts <p>Express preferences</p> <ul style="list-style-type: none"> explain preferences for texts and genres by particular writers, artists, storytellers and filmmakers <p>Set goals</p> <ul style="list-style-type: none"> reflect on own growth in language learning and use, by considering progress over time and the attainment of personal goals 	<ul style="list-style-type: none"> Students describe different facets of their lives; e.g., child, sibling, friend and student, in a variety of forms, such as collage, videocassette, drama, story and poem. Students write about a topic; e.g., a skiing accident, in such diverse forms as a news article; a part of a letter; a journal entry; and a dialogue with a friend, doctor or parent. <ul style="list-style-type: none"> In a round table discussion, or by adding to a portfolio of favourite authors and texts, students identify their favourite authors, texts, writers, artists, storytellers and filmmakers, and give reasons for their choices. After watching preselected portions of two videocassette recordings that have a similar theme, students complete a chart to compare and contrast the videocassettes. They use the chart as a prompt to discuss or write about which portrayal of the theme they prefer. <table border="1" data-bbox="688 1289 1390 1646"> <thead> <tr> <th></th> <th>Videocassette 1</th> <th>Videocassette 2</th> </tr> </thead> <tbody> <tr> <td>Plot</td> <td></td> <td></td> </tr> <tr> <td>Setting</td> <td></td> <td></td> </tr> <tr> <td>Characters</td> <td></td> <td></td> </tr> <tr> <td>Visual Effects</td> <td></td> <td></td> </tr> <tr> <td>Sound Effects and Music</td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> Students select samples of their work that illustrate their strengths, areas in which they have shown progress, special accomplishments and areas they want to improve. They use these samples in a conference with the teacher to set goals for the next term. 		Videocassette 1	Videocassette 2	Plot			Setting			Characters			Visual Effects			Sound Effects and Music		
	Videocassette 1	Videocassette 2																	
Plot																			
Setting																			
Characters																			
Visual Effects																			
Sound Effects and Music																			

GRADE 9

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.2 Clarify and Extend

Specific Outcomes	Illustrative Examples
<p>Consider others' ideas</p> <ul style="list-style-type: none">integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of oral, print and other media texts	<ul style="list-style-type: none">During a study on leaders and leadership, students record comments in their journals to show how their views on leaders and heroes are developing and changing. Student 1: When I first learned about Dr. Mary Jackson and Emily Murphy in Grade 4, I didn't see them as leaders, but when I think about the contributions they made to our province I realize that they were. Student 2: I used to think that all the great civil rights leaders were dead, but people like Desmond Tutu and Nelson Mandela are still working now for their beliefs. I checked out a web site and found current information. Student 3: When I browsed through <i>Canada Firsts</i>, I was surprised how many inventions were made by Canadians. My Mom has diabetes and needs insulin. That was discovered by Frederick Banting and Charles Best at the University of Toronto.After reading chapter one of <i>The Pigman</i>, students discuss how John's view of what it means to be a teenager is related to their own; e.g., "John's view is that the teenage years are for kids to have fun and get into trouble. I think teenagers should have fun but shouldn't get into trouble."
<p>Combine ideas</p> <ul style="list-style-type: none">examine and reexamine ideas, information and experiences from different points of view to find patterns and see relationships	<ul style="list-style-type: none">Students read the short story <i>On the Sidewalk, Bleeding</i>. After a brief discussion of what happened to Andy, each student writes a response to the story from one of the following points of view: Andy, Andy's girlfriend, a police officer, a gang member and a bystander. Students meet in groups of five—each with a response from a different point of view—and read their responses aloud.

GRADE 9

General Outcome 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.



1.2 Clarify and Extend (continued)

Specific Outcomes	Illustrative Examples
<p>Extend understanding</p> <ul style="list-style-type: none">• assess whether new information extends understanding by considering diverse opinions and exploring ambiguities	<ul style="list-style-type: none">• While preparing for a debate on a topic of interest, such as space junk, gambling or cloning, students watch a current affairs program or visit a web site on that topic. They add new information to a fact and opinion chart and decide if this information will be helpful in their argument.• After thinking or writing about a difficult decision; e.g., which high school to attend, students read <i>The Road Not Taken</i> and discuss if they feel differently or have a different understanding of what is involved in making life choices. They write about whether the image of two diverging paths is helpful or relevant to their decision.

GRADE 9

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues

Specific Outcomes	Illustrative Examples
<p>Use prior knowledge</p> <ul style="list-style-type: none"> discuss how interpretations of the same text might vary, according to the prior knowledge and experience of various readers use previous reading experiences, personal experiences and prior knowledge as a basis for reflecting on and interpreting ideas encountered in texts <p>Use comprehension strategies</p> <ul style="list-style-type: none"> identify explicit and implicit ideas and information in texts; listen and respond to various interpretations of the same text select appropriate reading rate and strategies for comprehending texts less closely connected to prior knowledge and personal experiences <p>(continued)</p>	<ul style="list-style-type: none"> Students read the poem <i>The Man Who Finds that His Son Has Become a Thief</i>, without knowing the title. Then they work in groups to discuss the meaning of the poem. After learning the title, students write about how looking at the poem from the perspective of the father changes their understanding of the poem. After reading <i>The Sniper</i>, students discuss the theme of defending a cause, as portrayed in the story and in other books or movies they have read or seen. They create collages or movie posters to represent the message of the story. A student writes about how his grandparents' stories about emigrating from Europe to Canada helped him understand the feelings and experiences of the Chao family in <i>The All-American Slurp</i>. Students collect and view a variety of advertisements for a particular product, such as cellular telephones, as if they were planning to purchase that product. They make a chart, listing features of the different advertisements; e.g., main message, hidden message, target audience, approach, mood and tone, slogan and logo, and visual appeal. They then choose which product they would buy and record reasons for their choice. Students listen to other students reading the same poem and comment on how the readings show different shades of meaning. While reading <i>Search for the Northwest Passage</i>, a student uses the map to locate and distinguish among the routes of the different explorers. A student browses through a web site on a chosen topic to try to find specific information to answer particular questions. The student selects a specific section of the web site and checks for author, expertise, validity and bias of information before reading closely.

GRADE 9

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Use comprehension strategies</p> <ul style="list-style-type: none">• preview complex texts as to their intent, content and structure, and use this information to set a purpose and select strategies for reading <p>Use textual cues</p> <ul style="list-style-type: none">• use knowledge of visual and textual cues and structural features when skimming and scanning various print and other media texts to locate relevant information effectively and efficiently• analyze and discuss how the structural features of informational materials, such as textbooks, bibliographies, databases, catalogues, web sites, commercials and newscasts, enhance the effectiveness and efficiency of communication	<ul style="list-style-type: none">• While gathering information on the importance of Lenin in the development of the Soviet system, a student checks the table of contents in <i>Russia, Then and Now</i> to locate the relevant chapter. The student reads the advance organizer of the chapter, to become familiar with the key features and timelines of the Soviet Union, and then reads the section on Lenin, paying particular attention to the page on which different points of view about Lenin's role are outlined. The student then checks the index for other references to Lenin.• A student checks the school bulletin board to locate the schedule for the school volleyball team and the specific dates for the away games.• Students skim and scan the index, section titles, headlines and advertisements in a newspaper to find the review and the location, dates and times of a local theatre production.• Students compare how web sites and catalogues are organized; e.g., how their purposes are similar and different, and how the structural features of each support their purposes.• Students compare two textbooks from a previous grade or topic studied, talk about which one they found easier to use or more helpful to their learning, and give reasons why.• Students shop for computer equipment in a catalogue, an online catalogue or a newspaper advertisement. They compare the use of format and words, the kinds of information presented and the effectiveness of the message.

GRADE 9

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.1 Use Strategies and Cues (continued)

Specific Outcomes	Illustrative Examples
<p>Use phonics and structural analysis</p> <ul style="list-style-type: none">• apply and explain effective procedures for identifying and comprehending words in context; adjust procedures according to the purpose for reading and the complexity of the texts <p>Use references</p> <ul style="list-style-type: none">• use reference materials, including a writer’s handbook, to verify correct usage, address uncertainties and solve problems that arise	<ul style="list-style-type: none">• After reading the dialogue, “You asked me that before. Kid don’t exasperate me! I already said no!” a student says, “I think exasperate must mean get mad, because of the tone of the speaker. I’m going to check this in the dictionary.”• When reading through a play, students highlight and pay particular attention to the lines they need to memorize for their parts and skim through the lines of the other characters.• While revising a short story, a student uses the Dialogue Hints in the <i>Language Arts Survival Guide</i> to strengthen the realism of the dialogue. The student then turns to the reference on punctuating dialogue to confirm or adjust the punctuation in the story.

GRADE 9

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts

Specific Outcomes	Illustrative Examples
<p>Experience various texts</p> <ul style="list-style-type: none"> experience oral, print and other media texts from a variety of cultural traditions and genres, such as essays, broadcast advertisements, novels, poetry, documentaries, films, electronic magazines and realistic fiction identify and discuss how timeless themes are developed in a variety of oral, print and other media texts consider historical context when developing own points of view or interpretations of oral, print and other media texts compare and contrast own life situation with themes of oral, print and other media texts express the themes of oral, print or other media texts in different forms or genres <p>(continued)</p>	<ul style="list-style-type: none"> Students read and view a variety of texts about aboriginal life in the past and present; e.g., the novel <i>No Word for Goodbye</i>, Chief Dan George's poetry, the painting and sculptures of Frederic Remington, the story of Allen Sapp in <i>Chronicler of the Cree</i>, and the overhead transparency of the photograph <i>Native American Girl and Her Grandmother</i>. The students prepare questions, based on themes from their reading and viewing, to ask an Elder who visits the classroom. Students examine the theme of change from such diverse viewpoints as the story <i>Trying Not to See</i>, the article <i>Child Labor Aids 'Miracle' of Asia</i>, the poems <i>Requiem for a River</i> and <i>Big Yellow Taxi</i>, and the overhead transparencies <i>A City's Evolution</i> and <i>Ontario Tornado Damage</i>. In groups, students create murals that depict the theme of change as represented in the texts. Students compare how classic and modern texts develop similar themes; e.g., how <i>Frankenstein</i> and <i>The Winnowing</i> deal with the theme of science and ethics. Students brainstorm and record what they know about the history of Russia from their social studies class, or from other books or movies. They refer to this information as they read <i>Summer of the Mad Monk</i> or <i>The Wild Children</i>. When reading <i>The Rosa Parks Story</i>, students evaluate Rosa's action in terms of the historical period in which it took place. They write a newspaper editorial or letter to the editor commenting on Rosa's decision not to give up her seat on the bus. After reading <i>The Most Beautiful Girl in the World</i>, a student writes in a response journal about memories of a favourite cat, and how they are similar and different to those of the author in the story. After listening to a guest speaker, viewing a videocassette and reading a biography with a particular theme, such as justice, hope or loneliness, students decide on a form, such as collage, tableau or song, that best expresses their feelings and ideas on the theme.

GRADE 9

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Experience various texts</p> <ul style="list-style-type: none">consider peers' interpretations of oral, print and other media texts, referring to the texts for supporting or contradicting evidence	<ul style="list-style-type: none">Students discuss their interpretations of a speaker's point of view, using supporting examples from the speaker's presentation.Students discuss the poem [<i>You are reading this too fast</i>]. Student 1: I think the person is saying that it is important to read poems slowly. Student 2: Yes, the line "read the spaces between the words" really gets at that idea. Student 3: It's not just reading slowly that counts. It's opening your mind to the meaning of the poem, like "relax until your heart is vulnerable, wide open."Students take notes on important points, while listening to the presentations of two groups, one on each side of an issue such as "Should landfill sites only be built in the cities or areas that they serve?" The students use examples from their notes to make observations and ask questions during a general discussion of the issue.

GRADE 9

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples		
<p>Construct meaning from texts</p> <ul style="list-style-type: none"> analyze how the choices and motives of characters portrayed in oral, print and other media texts provide insight into those of self and others identify and discuss theme and point of view in oral, print and other media texts discuss and explain various interpretations of the same oral, print or other media text relate the themes, emotions and experiences portrayed in oral, print and other media texts to issues of personal interest or significance 	<ul style="list-style-type: none"> As they read <i>To the Summit</i>, students complete a T-chart about the character Sarah. <div style="text-align: center; margin: 10px 0;"> <table border="1" style="margin: auto;"> <tr> <td style="padding: 5px;">Sarah's choices</td> <td style="padding: 5px;">Reasons for choices</td> </tr> </table> </div> <p>After completing the book, a student reviews the T-chart and writes in her journal about the story: "When I think about the reasons for the choices that Sarah made, I realize that sometimes reasons are not straightforward. Getting to know her father better was actually more important than climbing a mountain. When I tried out for the school volleyball team, it was because I wanted to be on the team; but I also wanted to prove something to my brother. He thought I would never make the team."</p> Using <i>Hansel and Gretel</i>, students write journal entries for different characters, such as Hansel, Gretel, the father, the stepmother and the witch. They discuss the shades of meaning a story has when seen from different points of view. Students read <i>A Secret for Two</i> and, with a partner, identify that the strength of the bond between an animal and its owner is the theme of the story. They reread the story and make a web that shows how the author develops the theme. <div style="text-align: center; margin: 10px 0;"> </div> Students who read the same story or novel, or view the same videocassette, share and compare their responses by writing to each other in dialogue journals. During a class discussion about how traditional roles have changed over the years, students cite examples from books, such as <i>Little Women</i>, movies, such as <i>Rebel Without a Cause</i>, and nonfiction articles, such as <i>Dads and Daughters</i>. 	Sarah's choices	Reasons for choices
Sarah's choices	Reasons for choices		

GRADE 9

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.2 Respond to Texts (continued)

Specific Outcomes	Illustrative Examples
<p>Appreciate the artistry of texts</p> <ul style="list-style-type: none"> discuss how techniques, such as irony, symbolism, perspective and proportion, communicate meaning and enhance effect in oral, print and other media texts discuss character development in terms of consistency of behaviour and plausibility of change describe how theme, dominant impression and mood are developed and sustained through choices in language use and the interrelationship of plot, setting and character identify features that define particular oral, print and other media texts; discuss differences in style and their effects on content and audience impression 	<ul style="list-style-type: none"> While looking at an overhead transparency of the painting <i>Horse and Train</i>, students discuss how the use of horse and iron horse symbolize tradition and progress and how the placement and size of the horse and train influence their interpretation of the painting. When reading <i>The Open Window</i>, a student comments: “When Mrs. Stapleton says, ‘One would think he had seen a ghost.’ she has no idea of the irony of her words.” After reading the story <i>Thank You, M’am</i>, students discuss whether the actions of Mrs. Jones are enough to make the actions believable. Students discuss how the word choices in <i>The Landlady</i> develop and sustain the suspense; e.g., “compelling him, forcing him to stay.” Students examine selected paragraphs from a story, such as <i>Trust</i> or <i>Operation Survival</i>, and identify specific words and phrases that develop mood. Students discuss how the choice of visuals, such as real-life shots, and the types and styles of illustrations or animation enable the authors, illustrators and filmmakers to deal with different aspects of content and appeal to different kinds of audiences in different ways. Students look at two different science magazines and discuss how the choice of topics, the presentations, the references, the vocabulary and the depth of information contribute to the reader’s understanding.

GRADE 9

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements and Techniques

Specific Outcomes	Illustrative Examples															
<p>Understand forms and genres</p> <ul style="list-style-type: none"> explain the relationship between purposes and characteristics of various forms and genres of oral, print and other media texts evaluate the effectiveness of different types of media texts for presenting ideas and information <p>Understand techniques and elements</p> <ul style="list-style-type: none"> compare the development of character, plot and theme in two oral, print or other media texts <ul style="list-style-type: none"> evaluate the effectiveness of oral, print and other media texts, considering the believability of plot and setting, the credibility of characters, and the development and resolution of conflict compare a main character in one text to the main character in another text from a different era, genre or medium identify ways that a change in narrator might affect the overall meaning of oral, print and other media texts <p>(continued)</p>	<ul style="list-style-type: none"> After students find information on a specific news story by reading a newspaper, viewing a television newscast or listening to a radio newscast, they note the similarities, the differences and the effects of the presentations. A student decides to write a poem rather than an essay about the environment, because the student wants the message to have more emotional appeal. <ul style="list-style-type: none"> Students read and view <i>The Most Dangerous Game</i>, or read <i>Flowers for Algernon</i> and view <i>Charly</i>, and chart the similarities. <table border="1" data-bbox="673 1079 1419 1241"> <thead> <tr> <th></th> <th>Movie</th> <th>Print</th> </tr> </thead> <tbody> <tr> <td>Setting</td> <td></td> <td></td> </tr> <tr> <td>Characters</td> <td></td> <td></td> </tr> <tr> <td>Plot</td> <td></td> <td></td> </tr> <tr> <td>Theme</td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> While reading the novel <i>To the Summit</i>, students discuss if the author creates a believable relationship between Sarah and her father and solves their differences in a realistic way. While reading the novel <i>Driver's Ed</i>, students discuss the believability of the moral dilemma. Students compare the motives, coping strategies and decisions of the main characters in such novels or short stories as <i>The Bronze Bow</i>, <i>To Build a Fire</i>, <i>Iceblink</i> and <i>Ordeal in the Arctic</i>. Students describe the events in the early years of the twins in the story <i>Jacob Have I Loved</i> from the point of view of Caroline, rather than the narrator—her twin sister, Louise. Students then discuss how a different narrator affects the story. Students narrate an incident from <i>Guess What? I Almost Kissed My Father Goodnight</i> from the father's and from the son's point of view, and they note the differences. 		Movie	Print	Setting			Characters			Plot			Theme		
	Movie	Print														
Setting																
Characters																
Plot																
Theme																

GRADE 9

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.3 Understand Forms, Elements and Techniques (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Understand techniques and elements</p> <ul style="list-style-type: none">summarize the content of media texts, and suggest alternative treatments <p>Experiment with language</p> <ul style="list-style-type: none">analyze creative uses of language and visuals in popular culture, such as advertisements, electronic magazines and the Internet; recognize how imagery and figurative language, such as metaphor, create a dominant impression, mood and tone	<ul style="list-style-type: none">Students view two different accounts of the same sporting event—one on a Canadian network and one on an American network. They compare the commentators, the portrayal of the event, the emotions evoked and their own feelings, and then write a proposal for improving future broadcasts.After examining a song and music video with a central metaphor, students identify how the language and images contribute to a dominant impression.Using <i>A Prairie Alphabet</i> as a model, students create an alphabet book on their community.Students select a song or poem and design a poster or a CD cover to depict their interpretation of the selection.

GRADE 9

General Outcome 2

Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.



2.4 Create Original Text

Specific Outcomes	Illustrative Examples
<p>Generate ideas</p> <ul style="list-style-type: none">generalize from own experience to create oral, print and other media texts on a theme	<ul style="list-style-type: none">Students choose a theme that relates to their own interests and experiences; e.g., changes, relationships, responsibility, and create a poetry anthology on the theme in the format of an audiocassette, a videocassette or a scrapbook, which includes favourite poems and poems written by themselves and others.
<p>Elaborate on the expression of ideas</p> <ul style="list-style-type: none">create oral, print and other media texts on common literary themes	<ul style="list-style-type: none">Students create a computer presentation or collage to interpret and extend themes, such as the difficult challenges in life, in the poem <i>Mother to Son</i>, or making choices, in the poem <i>Certain Choices</i>.
<p>Structure texts</p> <ul style="list-style-type: none">create oral, print and other media texts that interrelate plot, setting and character, and reveal the significance of the actioncreate oral, print and other media texts that include main and minor characters, and show how the main character develops and changes as a result of the action and events	<ul style="list-style-type: none">Students create a story using such techniques as flash-back or two settings, where two characters communicate via postcards, fax and email to solve a problem.Students present a tableau, silently or with words, of a chosen poem.After examining some models that demonstrate character change; e.g., Bilbo Baggins in <i>The Hobbit or, There and Back Again</i> and Ben Holiday in <i>Magic Kingdom for Sale—Sold!</i>, students create characters, plot a story and add events that force character change.A group of students writes and presents a play about a student who is left out of school activities. As a result of feedback from peers, the students revise their script to add events and make character actions more explicit, and they change the main characters' gestures and costumes to make the intent more clear.While writing a story, a student jots down ways to make the ending believable, such as revealing more of the inner thoughts of the main character, adding new scenes, revising events or providing more detail.

GRADE 9

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.1 Plan and Focus

Specific Outcomes	Illustrative Examples
<p>Focus attention</p> <ul style="list-style-type: none">synthesize ideas and information from a variety of sources to develop own opinions, points of view and general impressionsassess adequacy, accuracy, detail and appropriateness of oral, print and other media texts to support or further develop arguments, opinions or points of view	<ul style="list-style-type: none">A group of students researching leadership styles looks at newspaper articles, magazines, movies and government publications and interviews community members to get a sense of the breadth of the topic, the possibilities for research and to decide on a focus for their study.Students who are preparing a presentation on being vegetarian decide which materials or people provide the most relevant, current and reliable information on the topic.
<p>Determine information needs</p> <ul style="list-style-type: none">select types and sources of information to achieve an effective balance between researched information and own ideas	<ul style="list-style-type: none">A student writes a letter to the school newspaper about the impact of technology in the school and decides he needs some examples and factual information to support his point of view. He asks some teachers, the school secretary, the principal, the librarian and other students about how technology has affected their work in school.
<p>Plan to gather information</p> <ul style="list-style-type: none">select information sources that will provide effective support, convincing argument or unique perspectives	<ul style="list-style-type: none">Students feel there is a need for a movie theatre in their town/ neighbourhood and plan a presentation to the town council. They select information sources, such as those at the town office—existing studies, zoning laws—and movie theatre chains, to determine such things as economic feasibility and suitable location. They also survey community members to determine support.
<p>Use a variety of sources</p> <ul style="list-style-type: none">obtain information reflecting multiple perspectives from a variety of sources, such as expository essays, graphs, diagrams, online catalogues, periodical indices, film libraries, electronic databases and the Internet, when conducting research	<ul style="list-style-type: none">Students investigate the development of national park town sites from the perspective of environmentalists, business people and government representatives, by examining a variety of sources, such as magazine and newspaper files in libraries, government pamphlets, and the Internet.Students attend a forum on the development of future recreation areas to obtain more information for their research projects.

GRADE 9

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.2 Select and Process

Specific Outcomes	Illustrative Examples
<p>Access information</p> <ul style="list-style-type: none">expand and use a variety of tools and text features, such as organizational patterns of texts, page layouts, font styles and sizes, colour and voice-overs, to access informationdistinguish between primary and secondary sources, and determine the usefulness of each for research purposesfollow up on cited references to locate additional information <p>Evaluate sources</p> <ul style="list-style-type: none">evaluate sources for currency, reliability and possible bias of information for a particular research project	<ul style="list-style-type: none">Students researching a sports figure, a singer or an actor, search through section headings, pictures, captions, and icons or symbols in newspapers, magazines and web sites in order to locate information.As students investigate a career using a primary source; e.g., an interview with a police officer, and secondary sources; e.g., pamphlets, brochures and web sites, they discover that the primary source provides personal, practical information while the secondary sources provide a more generalized view.Some students follow up on specific areas of interest, such as drawing comic strips, by locating references cited in the Exploring Further section of <i>MultiSource: Media and Communication Magazine</i>.As students research a topic, such as substance abuse in sports, they use a checklist to evaluate their resources for relevance, purpose, accuracy, timelines and focus.

GRADE 9

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record and Evaluate

Specific Outcomes	Illustrative Examples
<p>Organize information</p> <ul style="list-style-type: none"> organize ideas and information by developing and selecting appropriate categories and organizational structures balance all sections of oral, print and other media texts and ensure sentences, paragraphs and key ideas are linked throughout develop coherence by relating all key ideas to the overall purpose of the oral, print or other media text <p>Record information</p> <ul style="list-style-type: none"> use own words to summarize and record information in a variety of forms; paraphrase and/or quote relevant facts and opinions; reference sources <p>(continued)</p>	<ul style="list-style-type: none"> Students use strategies, such as webbing or outlining, to organize a specific topic; e.g.: <div data-bbox="747 714 1299 945" style="text-align: center;"> <pre> graph TD C(currency) --- BS(barter system) C --- GS(gold standard) C --- IPC(introduction of paper currency) </pre> </div> Students use a strategy, such as a tree diagram, to sort information. A student strengthens the conclusion of an oral presentation by ensuring the key points in the introduction are reinforced in the conclusion, by moving an anecdote from the introduction to the conclusion and by making a statement about the future of the subject. A student revises a topic sentence in a paragraph to clarify its relevance to the main point of the report or presentation. A student uses repeated references to key words and phrases throughout an essay. As they read, listen and view, students record information in a variety of ways; e.g., webs, maps, KWL charts, index cards and jot notes. Students choose quotes for such reasons as citing authorities and providing examples of apt word choice, and they reference quotes appropriately. Students record information using two columns; the left column contains a brief summary of the main idea, while the right column contains supporting details.

GRADE 9

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.3 Organize, Record and Evaluate (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Record information</p> <ul style="list-style-type: none"> select and record ideas and information that will support an opinion or point of view, appeal to the audience, and suit the tone and length of the chosen form of oral, print or other media text choose specific vocabulary, and use conventions accurately and effectively to enhance credibility <p>Evaluate information</p> <ul style="list-style-type: none"> evaluate usefulness, relevance and completeness of gathered information; address information gaps reflect on new understanding and its value to self and others 	<ul style="list-style-type: none"> Students who are creating a photo essay, collage or slide show for a Remembrance Day presentation select appropriate pictures and record relevant ideas for the audience and occasion. When writing an essay on “What one needs to be successful in high school,” students present a point of view based on information derived from: <ul style="list-style-type: none"> interviews with high school students discussions with teachers popular teen magazines. While preparing oral presentations describing favourite fictional heroes or villains, students consult a thesaurus to choose specific adjectives, adverbs, nouns and verbs. After discussing the impact of such words as cacophony and folly in <i>In Nature’s Way</i>, students replace these words with other words and discuss the effect of the change. When rehearsing for a role in a historical play, such as <i>King Arthur and His Knights</i>, students realize they need to find out about the time of King Arthur. They look at film and pictures to see the costumes, the mannerisms and the ways people interact to make the play realistic. When researching the Industrial Revolution in Britain, a group of students realizes that it has a great deal of information on inventions and inventors but no information on how the inventions changed the nature of the work and the lives of the people in society. After learning about the effects of inventions on the Industrial Revolution, students discuss the impact of technology on their lives and predict how things may change in the future. After interviewing seniors about their years as teenagers and how they met change in their lifetimes, students write about the seniors’ experiences and their meaningful advice.

GRADE 9

General Outcome 3

Students will listen, speak, read, write, view and represent to manage ideas and information.



3.4 Share and Review

Specific Outcomes	Illustrative Examples
<p>Share ideas and information</p> <ul style="list-style-type: none"> communicate ideas and information in a variety of oral, print and other media texts, such as media scripts, multimedia presentations, panel discussions and articles integrate appropriate visual, print and/or other media to reinforce overall impression or point of view and engage the audience <p>Review research process</p> <ul style="list-style-type: none"> reflect on the research process, identifying areas of strength and ways to improve further research activities 	<ul style="list-style-type: none"> Groups role play a presentation requesting funding to market an original product. Presentations include a drawing or a model of the product, as well as computer-generated charts or graphs of projected income and expenses related to the production of the product. Students create a computer presentation entitled Real Life Characters in Literature, using a template, font and graphics appropriate for the concept. Students create a page for a class poetry anthology, by including visual representations of their poems along with the original poem. Students produce a comic strip based on one incident in a novel. <ul style="list-style-type: none"> Students complete a reflection sheet on their research project. <div data-bbox="688 1220 1406 1507" style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Research Project _____</p> <p>I was successful with _____</p> <p>I had difficulty with _____</p> <p>Next time, I will _____</p> </div>

GRADE 9

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve

Specific Outcomes	Illustrative Examples
<p>Appraise own and others' work</p> <ul style="list-style-type: none">share sample treatments of a topic with peers, and ask for feedback on the relative effectiveness of eachwork collaboratively to make appropriate revisions based on feedback provided by peers <p>Revise and edit</p> <ul style="list-style-type: none">revise to ensure effective introductions, consistent points of view, effective transitions between ideas and appropriate conclusionsrevise to enhance effective transitions between ideas and maintain a consistent organizational patternrevise to combine narration, description and exposition effectively	<ul style="list-style-type: none">A student is designing a poster to promote the use of bicycle helmets and is looking for an angle that will appeal to older teenagers. The student does a couple of mock-ups, showing the choices and layouts of words, and asks other students, "Would you read this poster? Why or why not?"A group of students is preparing to help Grade 5 students make kites. The group drafts instructions and asks for feedback on whether or not the instructions are clear enough for someone who has not made a kite before; e.g., listed in a logical sequence, written at an appropriate reading level, accompanied by appropriate graphics or diagrams.After a peer conference, students decide what to add, delete and change to improve their writing.When revising an essay comparing socialist and capitalist economies, a student refers to a Venn diagram to ensure that all aspects of the comparison have been presented.In a report on a field trip to a fort, a student realizes that a humorous anecdote part way through detracts from the purpose, which is to describe the fort and explain why it was established. The student moves the anecdote to the beginning of the report to make the introduction more interesting and effective.Students refer to a list of transitional expressions, such as <i>first</i>, <i>finally</i> and <i>however</i>, to make their sentences build on one another and flow.After writing alternative endings for <i>Mystery of the Witches' Bridge</i>, students add more description to make the tone and intent of the dialogue more explicit.

GRADE 9

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.1 Enhance and Improve (continued)

Specific Outcomes	Illustrative Examples
<p>Enhance legibility</p> <ul style="list-style-type: none">develop personal handwriting styles appropriate for a variety of purposesidentify and experiment with some principles of design that enhance the presentation of texts	<ul style="list-style-type: none">Students use appropriate handwriting styles for such purposes as jot notes for research, notes to friends, job application forms and a poem to be displayed.Students create posters to display their interpretation of the settings of novels they have read, such as <i>Magic Kingdom for Sale—Sold!</i> They experiment with the size, font and shape of lettering; spacing; layout; sequence; and the use of colour and visual symbols.
<p>Expand knowledge of language</p> <ul style="list-style-type: none">distinguish between the denotative and connotative meaning of words and discuss effectiveness for achieving purpose and affecting audienceexplore the derivation and use of words, phrases and jargon, including variations in language, accent and dialect in Canadian communities and regions	<ul style="list-style-type: none">Students examine a number of advertisements, comment on the word choices and their effects on audience and purpose, and explain why they think these word choices were made.Students select words, such as <i>silver</i>, <i>father</i>, <i>friend</i> and <i>money</i>, and brainstorm for a variety of different connotative meanings associated with these words.As students read novels, plays, or short stories set in other places or times, such as <i>Smith</i>, <i>The Hangashore</i> or <i>Frankincents an' Meer</i>, they jot down words or phrases with which they are not familiar and explore their meanings through discussion and research.
<p>Enhance artistry</p> <ul style="list-style-type: none">experiment with the language and components of particular forms to communicate themes or represent the perspectives of a variety of people or characters	<ul style="list-style-type: none">Students create a brochure for new students coming into Grade 7, in which they consider the concerns of the staff, parents and new students.Students write a letter to the principal about the food choices in the school snack bar, choosing words that indicate concern but are not confrontational.

GRADE 9

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions

Specific Outcomes	Illustrative Examples
<p>Attend to grammar and usage</p> <ul style="list-style-type: none"> • identify and use parallel structure in own writing • identify and use coordination, subordination and apposition to enhance communication • use a variety of strategies to make effective transitions between sentences and paragraphs in own writing <p>Attend to spelling</p> <ul style="list-style-type: none"> • demonstrate the deliberate, conscientious and independent application of a variety of editing and proofreading strategies to confirm spellings in own writing • identify situations in which careful attention to correct spelling is especially important • identify and use variant spellings for particular effects, depending on audience, purpose, content and context 	<ul style="list-style-type: none"> • While writing an autobiography, a student revises the sentence, “I like swimming and to ski.” to express it in a parallel grammatical form—“I like swimming and skiing.” • While creating a picture book for the Grade 1 class, students show the relationship between ideas in their writing, in sentences such as: <ul style="list-style-type: none"> – Fred bought a skateboard, and he sold his in-line skates. – Fred broke his leg when he tripped over a dog. – Trixie, the black and white terrier, bit Fred. • Students use words and phrases to link ideas; e.g., next, another reason, at the same time, meanwhile, in conclusion, in addition, in spite of. • Students explore the change in plot or setting created by the short paragraphs in <i>Guess What? I Almost Kissed My Father Goodnight</i>. • As students revise a piece of writing, they circle the words they think are incorrectly spelled or those for which they are uncertain about the spelling. They use dictionaries, spell checkers or peer review to confirm spellings. • Students brainstorm situations in which accurate spelling is important; e.g., posters, displays, addresses, letters, résumés and job applications. • Students look for variant spellings in billboards, magazines, advertisements and cartoons that are humorous, cryptic and eye catching. • When creating a poster on smoking, students decide which slogan is the most effective for their purpose; e.g., Don’t Smoke, Just Say No, Do Not Smoke or Butt Out.

GRADE 9

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.2 Attend to Conventions (continued)

Specific Outcomes	Illustrative Examples
<p>Attend to capitalization and punctuation</p> <ul style="list-style-type: none">• use quotation marks to distinguish words being discussed in own writing• use dashes to show sentence breaks or interrupted speech, where appropriate in own writing• know that rules for punctuation can vary, and adjust punctuation use for effect in own writing	<ul style="list-style-type: none">• When responding to the short story <i>The Gift of the Magi</i>, a student writes, “When Della’s hair is described as ‘rippling and shining like a cascade of brown water,’ it makes me realize even more how hard it must be to make the decision to cut it.”• Students use dashes in sentences, such as:<ul style="list-style-type: none">– Large numbers of immigrants from Eastern Europe—Russia, Poland and Hungary—came to Canada after 1912.– Hey you—where do you think you’re going?– He kicked at the ball—and he missed.• A student chooses to use line breaks instead of commas for pauses in a free verse poem.• A student uses dashes, exclamation marks and brackets for special emphasis when writing a friendly letter, a journal or a diary entry.

GRADE 9

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 Present and Share

Specific Outcomes	Illustrative Examples
<p>Present information</p> <ul style="list-style-type: none"> select, organize and present information to appeal to the interests and background knowledge of various readers or audiences <p>Enhance presentation</p> <ul style="list-style-type: none"> choose appropriate types of evidence and strategies to clarify ideas and information, and to convince various readers and audiences <p>Use effective oral and visual communication</p> <ul style="list-style-type: none"> integrate a variety of media and display techniques, as appropriate, to enhance the appeal, accuracy and persuasiveness of presentations <p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none"> follow the train of thought, and evaluate the credibility of the presenter and the evidence provided <p>(continued)</p>	<ul style="list-style-type: none"> Students involved in a twinning project with a class of primary students create picture books about pets for the younger students. With a partner, a student prepares a photo essay about being a Canadian for display at the local mall during Education Week. <ul style="list-style-type: none"> When speaking to Grade 6 students about reasons to attend their junior high school, students present information using a videocassette of sporting activities, a list of optional courses, pictures of the facilities and of the field trips, and stories of humorous and enjoyable incidents from student life. For their presentation to parents, students use charts and talk about the variety of programs, expected behaviour, school safety and parent involvement. <ul style="list-style-type: none"> When talking about the band program, students hand out brochures, show videocassettes of the band in action and of field trips, and display concert posters from previous years. <ul style="list-style-type: none"> After reading the short story <i>Guess What? I Almost Kissed My Father Goodnight</i>, students take part in a debate on the invasion of privacy. When attending an orientation for high school, students use the information provided by presenters to choose options and decide on clubs and sports activities.

GRADE 9

General Outcome 4

Students will listen, speak, read, write, view and represent to enhance the clarity and artistry of communication.



4.3 *Present and Share* (continued)

Specific Outcomes	Illustrative Examples
<p>(continued)</p> <p>Demonstrate attentive listening and viewing</p> <ul style="list-style-type: none">• provide feedback that encourages the presenter and audience to consider other ideas and additional information	<ul style="list-style-type: none">• After listening to a guest speaker at a career symposium, students think of questions of general interest, add related information or anecdotes, and ask for clarification.• Students review a recording of previous presentations and note changes that would improve their next presentation.

GRADE 9

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 Respect Others and Strengthen Community

Specific Outcomes	Illustrative Examples
<p>Appreciate diversity</p> <ul style="list-style-type: none">examine how personal experiences, cultural traditions and Canadian perspectives are presented in oral, print and other media textstake responsibility for developing and sharing oral, print and other media texts and for responding respectfully to the texts of others	<ul style="list-style-type: none">Students read poems or stories or view pictures about Western Canada; e.g., <i>Penny in the Dust</i>, <i>The Future of Poetry in Canada</i>, <i>Prairie</i> and <i>Jake and the Kid</i>. The students discuss if the texts are realistic, true to what or who they know, capture their own feelings, and extend or change their understanding of their own environment.In a group project on heroes, one student looks up definitions of heroes and presents them to help generate a group definition, another student finds a book or videocassette on war heroes, another shares information on mythological heroes, and some students do research on how heroes receive recognition nowadays. Students listen and respond thoughtfully to each other's contributions.
<p>Relate texts to culture</p> <ul style="list-style-type: none">analyze how oral, print and other media texts reflect the traditions, beliefs and technologies of different cultures, communities or periods in history	<ul style="list-style-type: none">Students read the novel <i>The Wild Children</i>, which takes place in Russia during the 1920s, and compare and contrast their lives with the lives of Alex and the other children.Students explore a variety of current and older texts, newspapers, magazines, television programs, advertisements, cartoons and packaging, and identify how differing lifestyles are reflected in texts.
<p>Celebrate accomplishments and events</p> <ul style="list-style-type: none">explore and experiment with various ways in which the language arts are used across cultures, age groups and genders to honour and celebrate people and events	<ul style="list-style-type: none">Students discuss ways in which language is used differently in such situations as a sports awards night, a wedding banquet, telephone conversations, conversations among men and conversations among women.When planning a sports awards night, students delegate speaking assignments and ask others to prepare speeches that celebrate teams and their successes.

GRADE 9

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.1 *Respect Others and Strengthen Community* (continued)

Specific Outcomes	Illustrative Examples
<p>Use language to show respect</p> <ul style="list-style-type: none">• create or use oral, print and other media texts in ways that are respectful of people, opinions, communities and cultures	<ul style="list-style-type: none">• Students dramatize ways that they could communicate with different audiences, such as:<ul style="list-style-type: none">– the school principal– their parent or guardian– their best friend– a famous movie/rock star.Students discuss how their language, tone and posture are modified for each audience.• Some students write a thank-you letter, on behalf of the class, to a guest speaker and talk about the highlights of the speech.• Students discuss the potential effects of disrespectful language in their school, community and in media texts, and pay attention to their own use of language.

GRADE 9

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 Work within a Group

Specific Outcomes	Illustrative Examples
<p>Cooperate with others</p> <ul style="list-style-type: none">• contribute to group efforts to reach consensus or conclusions, by engaging in dialogue to understand the ideas and viewpoints of others• discuss and choose ways to coordinate the abilities and interests of individual group members to achieve group goals <p>Work in groups</p> <ul style="list-style-type: none">• generate and access ideas in a group, and use a variety of methods to focus and clarify topics for research or investigations• share responsibility for the completion of team projects by establishing clear purpose and procedures for solving problems, monitoring progress and making modifications to meet stated objectives	<ul style="list-style-type: none">• Students listen to the poem <i>The Road Not Taken</i> and sketch their interpretation of the poem. In small groups they discuss and reach a consensus on the meaning of the poem, which they then share with the rest of the class.• Students conduct a survey regarding an issue in class or the school, such as field trip location or which books to order for class, and use the survey as a basis to make decisions.• With a given research project in mind, group members discuss and decide on areas of interest and responsibility, then generate a list of things to do and who will do them.• After reading the play <i>Daydreamers</i>, students in small groups decide on the most significant scene, create a tableau depicting the scene, share the tableau and justify why the chosen scene is significant.• When preparing a report on the geographical regions of Russia, students decide who will be responsible for different parts of the project, agree on a common time frame, agree to meet regularly and make changes as needed. After gathering information, they check on their progress and give and receive assistance, as necessary, to meet timelines.

GRADE 9

General Outcome 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.



5.2 *Work within a Group* (continued)

Specific Outcomes	Illustrative Examples
<p>Evaluate group process</p> <ul style="list-style-type: none">• establish and use criteria to evaluate group process and personal contributions; set goals and make plans for improvement	<ul style="list-style-type: none">• Students generate and complete a self-evaluation, such as:<ul style="list-style-type: none">– What my group did to achieve our objective. _____– What I contributed to the group. _____– What I would do differently if given the chance. _____– Goals for future group work. _____• At the beginning of a project, students generate a group evaluation, including timelines, responsibilities, roles, evaluation and improvements.

Grade 9 References

Illustrative Examples

Please note:

This list of references has been compiled from recommendations by classroom teachers involved in the development of the illustrative examples. It is provided as a service to assist teachers in accessing the works referenced in the illustrative examples document. Some references are already designated as authorized resources. Other references identified in the illustrative examples have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

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