

MI'KMAWE'L TAN TELI-KINA'MUEMK: TEACHING ABOUT THE MI'KMAQ

Specific Curriculum Outcome Connections for English Language Arts Kejitasimkewey Kiskuk: Contemporary Issues Grades 7 to 9

Grade 7

Students will be expected to

- 1.1 recognize that contributions from many participants are needed to generate and sustain discussions
- 1.2 know how and when to ask questions that call for elaboration and clarification; give appropriate responses when asked for the same information
- 1.3 express clearly and with conviction, a personal point of view, and be able to support that position
- 1.4 listen attentively to grasp the essential elements of a message, and recognize and consider supporting details
- 2.1 participate in small-group conversation and whole-class discussion recognizing that there are a range of strategies that contribute to effective talk
- 2.2 recognize that different purposes and audiences influence communication choices such as vocabulary, sentence structure, rate of speech, and tone during talk; consider appropriate communication choices in various speaking contexts
- 2.3 follow instructions and respond to questions and directions
- 2.4 evaluate speakers and the effectiveness of their talk in particular contexts; identify the verbal and non-verbal language cues used by speakers (e.g., repetition, volume, and eye contact)
- 3.1 demonstrate active speaking and listening skills such as making eye contact, rephrasing when appropriate, clarifying comments, extending, refining, and/or summarizing points already made
- 3.2 demonstrate a respect for others by developing effective ways to express personal opinions such that they reflect sensitivity to others, including differences in culture and language
- 3.3 recognize that spoken language reveals values and attitudes such as bias, beliefs, and prejudice; understand how language is used to influence and manipulate
- 3.4 recognize that different situations (interviews, speeches, debates, conversation) require different speaking and listening conventions (questioning techniques, persuasive talk, formal language) appropriate to the situation
- 4.3 demonstrate an awareness of how authors use pictorial, typographical, and organizational devices such as photos, titles, headings, and bold print to achieve certain purposes in their writing, and use those devices more regularly to construct meaning and enhance understanding
- 4.4 develop some independence in recognizing and using various reading and viewing strategies (predicting, questioning, etc.) and in using cueing systems (graphophonic, contextual, syntactic, etc.) to construct meaning; apply and develop these strategies and systems while reading and viewing increasingly complex print and media texts
- 4.5 talk and write about the various processes and strategies readers and viewers apply when constructing meaning from various texts; recognize and articulate personal processes and strategies used when reading or viewing various texts

- 5.1 identify and articulate personal needs and personal learning needs with growing clarity and some independence
- 5.2 become increasingly aware of and use periodically the many print and non-print avenues and sources (Internet, documentaries, interviews) through which information can be accessed and selected
- 5.3 use research strategies like issue mapping and webbing to guide research
- 6.1 extend personal responses, either orally or in writing, to print and non-print texts by explaining in some detail initial or basic reactions to those texts
- 6.2 make evaluations or judgments about texts and express personal points of view
- 6.3 find evidence and examples in texts to support personal views about themes, issues, and situations
- 7.1 recognize that print and media texts can be biased and become aware of some of the ways that information is organized and structured to suit a particular point of view
- 7.2 recognize that print and media texts are constructed for particular readers and purposes; begin to identify the textual elements used by authors
- 7.3 develop an ability to respond critically to various texts in a variety of ways such as identifying, describing, and discussing the form, structure, and content of texts and how they might contribute to meaning construction and understanding
 - recognize that personal knowledge, ideas, values, perceptions, and points of view influence how writers create texts
 - become aware of how and when personal background influences meaning construction, understanding, and textual response
 - recognize that there are values inherent in a text, and begin to identify those values
 - explore how various cultures and realities are portrayed in media texts
- 8.1 experiment with a range of strategies (brainstorming, sketching, freewriting) to extend and explore learning, to reflect on their own and others' ideas, and to identify problems and consider solutions
- 8.2 become aware of and describe the writing strategies that help them learn; express an understanding of their personal growth as language learners and language users
- 8.3 understand that note-making is purposeful and has many purposes (e.g., personal use, gathering information for an assignment, recording what has happened and what others have said) and many forms, (e.g., lists, summaries, observations, and descriptions)
- 8.4 demonstrate an ability to integrate interesting effects in imaginative writing and other forms of representation
 - consider thoughts and feelings in addition to external descriptions and activities
 - integrate detail that adds richness and density
 - identify and correct inconsistencies and avoid extraneous detail
 - make effective language choices relevant to style and purpose
 - select more elaborate and sophisticated vocabulary and phrasing
- 9.1 produce a range of writing forms, for example, stories, cartoons, journals, business and personal letters, speeches, reports, interviews, messages, poems, and advertisements
- 9.2 recognize that a writer's choice of form is influenced by both the writing purpose (to entertain, inform, request, record, describe) and the reader for whom the text is intended (e.g., understand how and why a note to a friend differs from a letter requesting information)
- 9.3 demonstrate an understanding that ideas can be represented in more than one way and experiment with using other forms such as dialogue, posters, and advertisements

- 9.4 develop the awareness that content, writing style, tone of voice, language choice, and text organization need to fit the reader and suit the reason for writing
- 9.5 ask for reader feedback while writing and use this feedback when shaping subsequent drafts; consider self-generated drafts from a reader's/viewer's/listener's point of view
- 10.1 understand and use conventions for spelling familiar words correctly; rely on knowledge of spelling conventions to attempt difficult words; check for correctness; demonstrate control over most punctuation and standard grammatical structures in writing most of the time; use a variety of sentence patterns, vocabulary, and paragraph structures to aid effective written communication
- 10.2 recognize and begin to use more often the specific prewriting, drafting, revising, editing, proofreading, and presentation strategies that most effectively help to produce various texts
- 10.3 acquire some exposure to the various technologies used for communicating to a variety of audiences for a range of purposes (videos, e-mail, word processing, audiotapes)
- 10.4 demonstrate a commitment to crafting pieces of writing and other representations
- 10.5 collect information from several sources (interviews, film, CD-ROMs, texts) and combine ideas in communication

Grade 8

- 1.1 consider and reflect upon the contribution of others' ideas during discussions
- 1.2 ask questions that probe for accuracy, relevancy, and validity; respond thoughtfully and appropriately to such questions
- 1.3 state a point of view in a convincing manner, offering relevant information to support that viewpoint
- 1.4 listen carefully to identify key points in oral presentations, and evaluate the relevancy of supporting details
- 2.1 contribute to small-group conversation and whole-group discussion, choosing appropriate strategies that contribute to effective talk
- 2.2 understand the importance of adapting communication choices such as vocabulary, sentence structure, rate of speech, and tone to meet the needs of different purposes and audiences; select suitable communication choices in various speaking contexts
- 2.3 give instructions and respond appropriately to instructions, directions, and questions
- 2.4 evaluate the effectiveness of their own and others' talk in a variety of contexts; employ and consider the effects of verbal and non-verbal language (e.g., summaries, examples, and body gestures)
- 3.1 demonstrate active speaking and listening skills such as making eye contact, rephrasing when appropriate, clarifying comments, extending, refining, and/or summarizing points already made
- 3.2 demonstrate a respect for others by developing effective ways to express personal opinions such that they reflect sensitivity to others including differences in culture and language
- 3.3 recognize that spoken language reveals values and attitudes such as bias, beliefs, and prejudice; understand how language is used to influence and manipulate
- 3.4 recognize that different situations (interviews, speeches, debates, conversation) require different speaking and listening conventions (questioning techniques, persuasive talk, formal language) appropriate to the situation
- 4.1 select texts that address their learning needs and range of special interests
- 4.4 read with greater fluency, confidence, and comprehension by furthering personal understanding, recognition, and use of cueing systems and strategies to read and view increasingly complex texts

- 4.5 regularly identify the processes and strategies readers and viewers apply when constructing meaning; develop an understanding of the personal processes and strategies applied when reading and viewing; reflect on personal growth as readers and viewers of texts and use this awareness of personal development to push reading and viewing ability even further
- 5.1 access appropriate print and non-print sources with increasing independence and select information to meet specific needs with increasing speed, accuracy, and confidence
- 5.2 experiment with and rely upon a range of print and non-print (e-mail, CD-ROMs) sources for accessing and selecting information
- 5.3 employ various relevant research strategies like generating questions, drafting an outline, or interviewing peers to determine what questions they would like answered by their research
- 6.1 elaborate personal reactions to what is read and viewed by providing some extended explanations, examples, and supporting arguments
- 6.2 state personal points of view about what is read and viewed and justify views with increasing regularity
- 6.3 with increasing confidence and flexibility, find evidence in texts to support personal claims and viewpoints about issues, themes, and situations
- 7.1 recognize that texts need to be assessed for bias and broaden their understanding and awareness of the ways in which print and media texts can be biased; begin to question and think critically about the relevance and reliability of information when answering questions and inquiries
- 7.2 identify the various features and elements writers use when writing for specific readers for specific purposes; describe how texts are organized to accommodate particular readers' needs and to contribute to meaning and effect
- 7.3 expand on earlier abilities to respond critically to a range of texts in various ways
 - understand how personal knowledge, ideas, values, perceptions, and points of view influence how writers create texts
 - recognize how and when personal background influences meaning construction, understanding, and textual response
 - describe how cultures and reality are portrayed in media texts
- 8.1 demonstrate competence in the frequent use of writing and representing strategies to extend learning; to explore their own thoughts and consider others' ideas, to reflect on their feelings, values, and attitudes; and to identify problems and describe logical solutions
 - 8.2 identify and reflect upon strategies that are effective in helping them to learn; describe their personal growth as language learners and language users
 - 8.3 begin to use various forms of note-making appropriate to various purposes and situations
 - 8.4 demonstrate an awareness of how and when to integrate interesting effects in imaginative writing and other ways of representing; include thoughts and feelings in addition to external descriptions and activities; integrate detail that adds richness and density; identify and correct inconsistencies and avoid extraneous detail; make effective language choices relevant to style and purpose, and, when appropriate, select more elaborate and sophisticated vocabulary and phrasing
- 9.1 continue to develop writing forms previously introduced and expand this range to produce, for example, autobiographies, drama, surveys, graphs, literary responses, biographies, illustrations, and reviews
- 9.2 consider and choose writing forms that match both the writing purpose (to define, report, persuade, compare) and the reader for whom the text is intended (understand why

language choice, organization, and voice used in an essay differs from that used in a media advertisement)

- 9.3 understand that ideas can be represented in more than one way and used with other forms of representing (speeches, demonstrations, plays)
- 9.4 keep the reader and purpose for writing in mind when choosing content, writing style, tone of voice, language choice, and text organization
- 9.5 know how and when to ask for reader feedback while writing and incorporate appropriate suggestions when revising subsequent drafts; assess self-generated drafts from a reader's/viewer's/ listener's perspective
- 10.1 build and rely upon a broad knowledge base of how words are spelled and formed; use such knowledge to spell unfamiliar words and expand vocabulary; regularly use resource texts to verify spelling; use punctuation and grammatical structures capably and accurately; use a variety of sentence patterns, vocabulary choices, and paragraphing with flexibility and creativity to engage readers
- 10.2 choose, with increasing regularity, the prewriting, drafting, revising, editing, proofreading, and presentation strategies to aid in producing various texts
- 10.3 attempt to use various technologies for communicating to a variety of audiences for a range of purposes
- 10.4 demonstrate a commitment to crafting pieces of writing and other representations
- 10.5 gather information from a variety of sources (interviews, film, CD-ROMs, texts) and integrate ideas in communication

Grade 9

Students will be expected to

- 1.1 examine others' ideas in discussion to extend their own understanding
- 1.2 ask relevant questions calling for elaboration, clarification, or qualification and respond thoughtfully to such questions
- 1.3 articulate, advocate, and support points of view, presenting view points in a convincing manner
- 1.4 listen critically to assess the adequacy of the evidence speakers give to evaluate the integrity of information presented
- 2.1 participate constructively in conversation, small-group and whole-group discussion, and debate, using a range of strategies that contribute to effective talk
- 2.2 adapt vocabulary, sentence structure, and rate of speech to the speaking occasion
- 2.3 give and follow instructions and respond to questions and directions of increasing complexity
- 2.4 evaluate their own and others' uses of spoken language in a range of contexts, recognizing the effects of significant verbal and non-verbal language features
- 3.1 demonstrate active listening and respect for the needs, rights, and feelings of others
- 3.2 demonstrate an awareness of the power of spoken language to influence and manipulate, and to reveal ideas, values, and attitudes
- 3.3 demonstrate an awareness that spoken language has different conventions in different situations and cultures and use language appropriate to the situation
- 4.1 select texts that address their learning needs and range of special interests
- 4.4 use cueing systems and a variety of strategies to construct meaning in reading and viewing increasingly complex print and media texts

- 4.5 articulate their own processes and strategies for reading and viewing texts of increasing complexity
- 5.1 independently access and select specific information to meet personal and learning needs
 - select, from a wide range, sources appropriate to their purposes
 - use the electronic network
 - develop approaches and strategies to conduct their research
- 6.1 respond to some of the material they read or view by questioning, connecting, evaluating, and extending
 - move beyond initial understanding to more thoughtful interpretations
- 6.2 express and support points of view about texts and about issues, themes, and situations within texts, citing appropriate evidence
- 7.1 critically evaluate information presented in print and media texts
 - assess relevance and reliability of available information to answer their questions
- 7.2 demonstrate that print and media texts are constructed for particular purposes and particular audiences
 - describe how specific text and genre characteristics contribute to meaning and effect
- 7.3 respond critically to texts of increasing complexity
 - analyze and evaluate a text in terms of its form, structure, and content
 - recognize how their own ideas and perceptions are framed by what they read and view
 - demonstrate an awareness that personal values and points of view influence both the creation of text and the reader's/viewer's interpretation and response
 - explore and reflect on culture and reality as portrayed in media texts
 - identify the values inherent in a text
- 8.1 use a range of strategies in writing and other ways of representing to
 - extend ideas and experiences
 - explore and reflect on their feelings, values, and attitudes
 - consider others' perspectives
 - reflect on problems and responses to problems
 - describe and evaluate their learning processes and strategies
 - reflect on their growth as language learners and language users
- 8.2 use note-making to reconstruct knowledge and select effective strategies appropriate to the task
- 8.3 make informed choices of language to create a range of interesting effects in imaginative writing and other ways of representing
- 9.1 demonstrate facility in using a variety of forms of writing to create texts for specific purposes and audiences, and represent their ideas in other forms (including visual arts, music, drama) to achieve their purposes
- 9.2 demonstrate an awareness of the effect of context on writing and other forms of representing
 - make appropriate choices of form, style, and content for specific audiences and purposes
- 9.3 analyze and assess responses to their writing and media productions
- 10.1 demonstrate an awareness of what prewriting, drafting, revising, editing, proofreading, and presentation strategies work for them with various writing and other representations
- 10.2 consistently use the conventions of written language in final products
- 10.3 experiment with the use of technology in communicating for a range of purposes with a variety of audiences
- 10.4 demonstrate a commitment to crafting pieces of writing and other representations
- 10.5 integrate information from several sources to construct and communicate meaning