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| **English Language Arts 6 – KDU**  (\*use the planner to adjust Big Ideas, Activities and Content for each of the terms) | | | | | |
| **CORE COMPETENCIES**  **COMMUNICATION** | **CORE COMPETENCIES**  **THINKING (CRITICAL/CREATIVE)** | | | **CORE COMPETENCIES**  **(PERSONAL/SOCIAL)** | |
| **CURRICULAR COMPETENCIES** | | **BIG IDEA (Understand…)** | **What do we want students to DO? (Activities, lessons…)** | | **Content (& Elaborations)**  **(Know)** |
| Using oral, written, visual, and digital texts *(Text and texts are generic terms referring all forms of oral, written, visual, and digital communication: Oral texts include speeches, poems, plays, and oral stories; Written texts include novels, articles, and short stories; Visual texts include posters, photographs, and other images; Digital texts include electronic forms of all the above; Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements),* students are expected individually and collaboratively to be able to:  **Comprehend and connect (reading, listening, viewing)**   * Access information and ideas for diverse purposes *(to inquire, to explore, to inform, to interpret, to explain, to take a position, to propose a solution, to entertain)* and from a variety of sources *(includes digital sources; students need to develop the language and tools to successfully navigate digital media (be familiar with terms and concepts such as browser, cookie, browsing history, hyperlinked text, thread, URL, posting etiquette, privacy))* and evaluate their relevance *(Students should be prompted to ask: Does it meet the purpose? Is it current? Does it add new information?),* accuracy *(Students should be prompted to distinguish fact from opinion and to consider the source of the information.)*, and reliability *(Students should be prompted to consider the credibility of the source)* * Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry *(asking creative and critical questions supported and inspired by texts)*, and extend thinking *(questioning and speculating, acquiring new ideas, analyzing and evaluating ideas, developing explanations, considering alternative points of view, summarizing, synthesizing, problem solving)* * Synthesize ideas from a variety of sources to build understanding * Recognize and appreciate how different features, forms, and genres of texts *(vary depending on the purpose and audience of the text; students should be encouraged to consider the role of elements used in various texts (illustration in graphic novels, advertisements on websites, use of music, paragraph length, pause and pace in spoken word, use of colour)* reflect various purposes, audiences, and messages * Think critically, creatively, and reflectively *(questioning, interpreting, comparing, and contrasting a range of texts (narrative, poetry, visual texts); useful strategies for students include “exit slips,” “one star, one wish,” and quick activities to identify thinking)* to explore ideas within, between, and beyond texts * Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives *(Students should be prompted to consider the influence of family, friends, activities, religion, gender, and place on texts, and the relationship between text and context.)*  in texts * Recognize how language constructs personal, social, and cultural identity *(Our sense of individuality and belonging is a product of the language we use; oral tradition, story, and recorded history; cultural aspects; and formal and informal language use. Students should be prompted to consider the impact of language in their lives.)* * Construct meaningful personal connections between self, text, and world * Respond to text in personal, creative and critical ways *(Students should be prompted to analyze their personal connection to text, explain their responses (rational and emotional), and consider texts from different points of view.)* * Understand how literary elements, techniques, and devices *(characterization, mood, foreshadowing, conflict, protagonist/antagonist, theme, imagery, sound devices)* enhance and shape meaning * Recognize an increasing range of text structures and how they contribute to meaning * Recognize and appreciate the role of story, narrative, and oral tradition *(Among First Peoples, oral tradition may consist of told stories, songs, and other types of distilled wisdom or information, often complemented by dance or various forms of visual representation, such as carvings or masks. In addition to expressing spiritual and emotional truth (e.g., by symbol and metaphor), it provides a record of literal truth (e.g., about events and situations). The oral tradition was once integrated into every facet of life of First Peoples and was the basis of the education system.)*  in expressing First Peoples perspectives, values, beliefs, and points of view   **Create and communicate (writing, speaking, representing)**   * Exchange ideas and viewpoints to build shared understanding and extend thinking * Use writing and design processes to plan, develop, and create engaging and meaningful literary and informational texts *(opinion pieces; poetry; short stories; narrative; slams; spoken word; storyboards and comic strips; masks; multimedia and multimodal forms.)*  for a variety of purposes and audiences * Assess and refine texts *(using techniques such as using verbs effectively, using repetition and substitution for effect, adding modifiers, varying sentence types, using precise diction)*  to improve their clarity, effectiveness, and impact according to purpose, audience *(students at this level expand their understanding of the range of audiences to include peers and authorities, and use formal and informal language according to audience)*, and message * Use an increasing repertoire of conventions of Canadian spelling, grammar, and punctuation * Use and experiment with oral storytelling processes *(creating an original story or finding an existing story (with permission), sharing the story from memory with others, using vocal expression to clarify the meaning of the text, using non-verbal communication expressively to clarify the meaning, attending to stage presence, differentiating the storyteller’s natural voice from the characters’ voices, presenting the story efficiently, keeping the listener’s interest throughout)* * Select and use appropriate features, forms, and genres according to audience, purpose, and message * Transform ideas and information to create original texts | | Language and text *(Text and texts are generic terms referring all forms of oral, written, visual, and digital communication: Oral texts include speeches, poems, plays, and oral stories; Written texts include novels, articles, and short stories; Visual texts include posters, photographs, and other images; Digital texts include electronic forms of all the above; Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements)* can be a source of creativity and joy.  Exploring stories *(narrative texts, whether real or imagined, that teach us about human nature, motivation, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual, and used to instruct, inspire, and entertain listeners and readers.)* and other texts helps us understand ourselves and make connections to others and to the world.  Exploring and sharing multiple perspectives extends our thinking.  Developing our understanding of how language works allows us to use it purposefully.  Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens. | *Questions to support students:* | | **Story/text**   * Forms *(narrative, exposition, report),* functions *(purposes of text)* and genres *(literary or thematic categories such as fantasy, humour, adventure, biography)* of text * text features *(how text and visuals are displayed)* * literary elements *(narrative structures, characterization, and setting)* * literary devices *(sensory detail (imagery) and figurative language (metaphor, simile))* * techniques of persuasion *(the use of emotional and logical appeals to persuade)*   **Strategies and processes**   * reading strategies *(using contextual clues; using phonics and word structure; visualizing; questioning; predicting; previewing text; summarizing; making inferences)* * oral language strategies *(focusing on the speaker, asking questions to clarify, listening for specifics, expressing opinions, speaking with expression, staying on topic, taking turns)* * metacognitive strategies *(talking and thinking about learning (e.g., through reflecting, questioning, goal setting, self-evaluating) to develop awareness of self as a reader and as a writer)* * writing processes *(may include revising, editing, considering audience)*   **Language features, structures, and conventions**   * features of oral language *(including tone, volume, inflection, pace, gestures)* * paragraphing *(developing paragraphs that are characterized by unity, development, and coherence)* * language varieties *("regional dialects and varieties of English, standard Canadian English versus American English, formal versus informal registers, and situational varieties (texting versus essay writing)”)* * sentence structure and grammar *(varied sentence structure, pronoun use, subject-verb agreement, use of transitional words, awareness of run-on sentences and sentence fragments)* * conventions *(common practices in all standard punctuation use, in capitalization, and in Canadian spelling)* * Presentation techniques *(Any presentation (in written, oral, or digital form) should reflect an appropriate choice of medium for the purpose and audience, and demonstrate thought and care in organization.)* |
| **Evidence of Experience (Show)** | | | |
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