

# ELA Program of Studies 10-12

## Planning

**Prepared for Alberta Regional Consortia**

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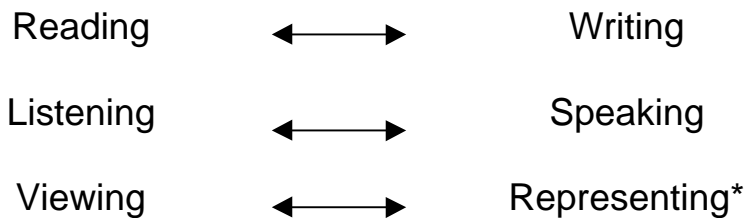
# ELA Program of Studies

## Planning

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### The Language Arts

The revised program of studies integrates these six language arts as specific outcome statements organized under five general outcomes. The revised language arts program includes six language arts:



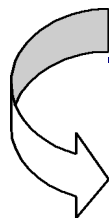
Representing enables students to communicate their ideas through a variety of media including charts, posters, diagrams, photographs, video productions, visual art, drama and mime.

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### General and Specific Outcomes

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#### I. WHAT ARE THE GENERAL AND SPECIFIC OUTCOMES FOR MY GRADE?



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#### General Outcomes

- *Explore thoughts, ideas, feelings and experiences*
- *Comprehend and respond personally to oral, print and other media texts*
- *Manage ideas and information*
- *Enhance the clarity and artistry of Communication*
- *Respect, support and collaborate with others*

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## A Look at the Program of Studies

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### Directions

The following 30 minute activity suggests a strategy which you can use to learn about the General and Specific Outcomes in the revised Language Arts Program of Studies

1. Arrange yourselves into groups of five.
2. Group members should number themselves (1 to 5). This numbering tells you which General outcome you will begin with on the following pages. (e.g., #2 begins with General Outcome 2.)
3. TASK:
  - a. Use the chart for your assigned outcome to **predict** reading, writing, listening, speaking, viewing and representing specific outcomes which you would expect for grade 10.
  - b. Then scan the grade 10 specific outcomes to note what **is** actually assigned in the Program of Studies.
  - c. Briefly report to your group (5 – 10 minutes). Any pleasant surprises? Disappointments? Questions?
  - d. If you finish, the outcome before the time is up, work through the next outcome in the sequence

\* Due to limitations of space the specific outcomes are not listed in the box at the top of each page, so you will have to refer to your copy of the program of studies.

**GENERAL OUTCOME 1**

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

1.1 **Discover** possibilities

1.2 **Extend** awareness

<b>SAMPLE ACTIVITIES THAT MEET THE SPECIFIC OUTCOMES ABOVE</b>	<b>WHAT I DISCOVERED IN THE DOCUMENT</b>	<b>ACTIVITIES IN MY OWN UNIT THAT MEET THESE SPECIFIC OUTCOMES</b>

Reading - Writing - Speaking - Listening - Viewing - Representing

**GENERAL OUTCOME 2**

**Students will listen, speak, read, write, view and represent to comprehend and respond personally, critically and creatively to literature and to other texts in oral, print, visual and multimedia forms**

- 2.1 **Construct** meaning from text and context
- 2.2 **Understand** and appreciate textual forms, elements and techniques
- 2.3 **Respond** to a variety of oral, print, visual, and multimedia texts

<b>SAMPLE ACTIVITIES THAT MEET THE SPECIFIC OUTCOMES ABOVE</b>	<b>WHAT I DISCOVERED IN THE DOCUMENT</b>	<b>ACTIVITIES IN MY OWN UNIT THAT MEET THESE SPECIFIC OUTCOMES</b>

Reading - Writing - Speaking - Listening - Viewing - Representing

**GENERAL OUTCOME 3**

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

3.1 **Determine** research requirements

3.2 **Follow** a research plan

<b>SAMPLE ACTIVITIES THAT MEET THE SPECIFIC OUTCOMES ABOVE</b>	<b>WHAT I DISCOVERED IN THE DOCUMENT</b>	<b>ACTIVITIES IN MY OWN UNIT THAT MEET THESE SPECIFIC OUTCOMES</b>

Reading - Writing - Speaking - Listening - Viewing - Representing

**GENERAL OUTCOME 4**

Students will listen, speak, read, write, view and represent to **create a variety of oral, print, and multi-media texts, and enhance the clarity the and artistry of communication.**

4.1 **Develop** and **present** a variety of oral, print, visual and multimedia texts

4.2 **Improve** thoughtfulness, effectiveness and correctness of communication

<b>SAMPLE ACTIVITIES THAT MEET THE SPECIFIC OUTCOMES ABOVE</b>	<b>WHAT I DISCOVERED IN THE DOCUMENT</b>	<b>ACTIVITIES IN MY OWN UNIT THAT MEET THESE SPECIFIC OUTCOMES</b>

Reading - Writing - Speaking - Listening - Viewing - Representing

**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

5.2 **Work** within a group

<b>SAMPLE ACTIVITIES THAT MEET THE SPECIFIC OUTCOMES ABOVE</b>	<b>WHAT I DISCOVERED IN THE DOCUMENT</b>	<b>ACTIVITIES IN MY OWN UNIT THAT MEET THESE SPECIFIC OUTCOMES</b>

Reading - Writing - Speaking - Listening - Viewing - Representing

## Planning

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### HOW DOES THE REVISED LANGUAGE ARTS PROGRAM AFFECT MY PLANNING?

- *Govern planning by the outcomes in the Program of Studies. However, few teachers follow a linear approach to planning, e.g., they select outcomes, consider resources, activities, and assessment. Short range plans have critical components, but use the order which works best for you.*
- *List the outcomes critical to the unit in capital letters, and subordinate outcomes in small case letters. Remember, **not all outcomes** should be the central focus of units; choose the outcomes which are critical. Consider noting only those outcomes that are going to be assessed.*
- *Match the outcomes with assessment strategies and identify them at the initial at the initial planning stages. Assessment strategies must be identified at the initial planning stage to ensure a match between key instructional outcomes and related assessment strategies. Include rubrics for performance assessment and include student self-assessment activities.*
- *Choose resources keeping in mind the selected outcomes and the expanded notion of text and resources.*
- *Remember to include brief program modification notes for individuals.*

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### ELEMENTS OF SHORT RANGE PLANS

- **TOPIC / THEME:** What topics or themes will be motivational for my class?
- **ESTIMATED TIME:** Given the abilities and needs of my class, how much time do I think we need to spend?
- **LEARNING ACTIVITIES:** What are some appropriate instructional strategies that will allow students to be successful?
- **RESOURCES:** What oral, print and media texts and what community resources will I use?
- **OUTCOMES:** What will students be able to demonstrate as a result of this unit?
- **ASSESSMENT:** How will I recognize that students have achieved outcomes? What is the best way for students to demonstrate their learning - tests, performances, publications?
- **DIFFERENTIATED INSTRUCTION NOTES:** What modifications in topic, outcomes, resources, learning activities, assessment, and time allotment will certain students require to succeed in the unit?

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### SHORT RANGE PLANNING FORMS

No particular short-range planning form is universally acclaimed by Language Arts teachers. Examine the following forms. Do you have a preferred form? What modifications might you make to make one of these forms more suitable to you?

COURSE \_\_\_\_\_ **SIDE ONE OF TWO**

SPECIFIC OUTCOMES	LANGUAGE ART[S]						ASSESSMENT[S]
	R D	W	L	S	V	R P	

THEME/TITLE \_\_\_\_\_  
ESTIMATED TIME LINE \_\_\_\_\_

**SIDE TWO OF TWO**

RESOURCES	WHAT DO STUDENTS NEED TO DO, KNOW, AND UNDERSTAND	LEARNER ACTIVITY/

COURSE\_\_\_\_\_

THEME/TITLE\_\_\_\_\_

ONE OR TWO ESSENTIAL QUESTIONS THAT LEAD TO KEY UNDERSTANDINGS

ESTIMATED TIME LINES

RESOURCES

SPECIFIC OUTCOMES

ASSESSMENT (Balance Pre-specified  
Response, Observation, Performance  
Assessment,

ACTIVITIES

LANGUAGE ARTS INTEGRATED  
ACTIVITIES

DIFFERENTIATIONS

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## SOME CONSIDERATIONS WHEN DEVELOPING AN ACTIVITY OR UNIT PLAN

### ***STUDENTS***

- What is the range of interests and experiences within the class?
- What learning styles and intelligences need special consideration in developing the activity/ies?
- Which students have IPP's to be considered?
- What other differentiation strategies need to be in place?

### ***ACTIVITIES***

#### TEACHER

- What are the teaching objectives?
- What resources will be used?
- Which specific outcomes will be addressed?
- What sequence is best to meet the teaching objectives?
- What metacognitive activities are there planned?

#### STUDENT

- Which language arts will students use?
- What strategies are students able to select from?
- What specific sub-outcomes are the students expected to demonstrate?
- What collaborative skills will the students demonstrate?
- What metacognitive insights are the students able to integrate with previous experiences? And extend to the next similar activity?

### ***ASSESSMENT***

- Are the assessment rubrics presented/or developed before engaging in the activity/ies or unit?
- Do the assessment instruments reflect the specific outcomes?
- Do the assessments encourage students to demonstrate what they have learned from the activity or unit?

## Appendix: Sample Unit

### ACTIVITY ONE

In groups of 3 locate and prepare summaries of the following stories and present them to the class. You may use power point, chart paper, or overhead transparency for your presentation.

*Peter Pan*  
*Alice in Wonderland*  
*Aladdin*  
*The Wizard of Oz*  
*Dr. Doolittle*  
*Green Mansions*

Choose a partner to write a dialogue journal with and exchange a minimum of 5 two paragraph entries about the following statement: "Children are carpets, they should be stepped on occasionally!"

[Teacher review or mini- lessons on irony, symbolism (including name symbolism), déjà vu, and allusions.]

Read "The Veldt."

As you read keep your dialogue journal comments in mind.

With your partner re-read the story and

Write down the words from the story that you do not know

find and write down all definitions for the words and select the one that applies in context to the word in "The Veldt"

Write down the references [allusions] to children's stories and characters

describe the connection[s] they have to characters or events in "The Veldt"

Find any examples of irony, symbolism [including name symbolism], déjà vu examine their use in the story

Write down the examples and their uses on an overhead transparency, chart paper, or power point or other communications medium you choose and be ready to present your findings to your classmates

Present your findings to class when you are requested to by your teacher.

Return to your dialogue journals and write a last entry of a minimum of 4 paragraphs making specific references to "The Veldt."

### ACTIVITY TWO

Think of someone [perhaps a brother, sister, cousin, friend's brother or sister, or niece or nephew] who is 5 or more years younger than you are whose behaviors you find unacceptable.

Write a list [brainstorm] or do a thought web describing the child's behaviors.  
List interactions between the child and its parent[s] that you observed that you think has led to or encouraged these behaviors.  
What from your observations of children whose behavior you find acceptable do you think would need to happen to turn the obnoxious child's behavior into acceptable behavior?

Write a two page job description for parenting for the following audiences:  
Parents of 6 and 3 year old children  
A 10 year old child  
Your parents right now

Post your job descriptions in the classroom, in a class newspaper, on your class's website, or other classroom location.  
Read each other's descriptions  
List the common items in the descriptions  
List the items where you differ with your classmates  
Have a round table discussion about the reasons behind the differences

Read "The Veldt."

In point form, list  
how well the parents in the story fit your job description for the parent of a 10 year old child.  
In the story the house and nursery perform the roles of a parent. How well the house and nursery fit your job description for the parent of a 10 year old child.

Prepare a 3 minute [minimum] presentation for your classmates in which you predict [based on the information in "The Veldt" and your job descriptions for parenting] how Peter and Wendy will parent children each of them have. In your explanation describe how the children raised by Peter or Wendy will behave towards their parents at age 10. Your presentation must include visual materials to help you convey your message to your audience.

### ACTIVITY THREE

Free write for 5 minutes on the topic "If children 6 to 14 years old ruled the world."

### **SAMPLE UNIT**

In groups of no more than 4 share what you wrote with each other. As you listen to your group mates jot down notes on anything you missed that you think is relevant to the topic.

From your free write and notes decide on an audience and draft piece of writing [poem, play, story, newspaper article, storyboard for a cartoon, or other type of writing you are comfortable with] about “If children 6 to 14 ruled the world.”

Read “The Veldt.”

At the conclusion of this story Peter and Wendy seem to be ruling their world.

Reread the story for the ways in which the two children accomplish the murders and how they ruled the world—family—they lived in. Write down the example you find.

Take the draft you wrote about children ruling the world and decide which ideas from “The Veldt” would be useful in your writing. Make note of where the new ideas would fit into your draft.

Watch a video version of *Lord of the Flies*. In this film, too, children rule the world they live in. As you watch the video take notes about how the children rule the island. What problems do they have? How do they solve the problem[s]? Do they enjoy being in charge of themselves? Does the feeling change? For whom and when? At the end which children want to continue ‘ruling the island,’ and which ones want adults ‘ruling their world.’ What reasons does each group have for its feelings?

On a sheet of paper make 2 columns: one headed “Similarities;” the other “Differences.” From the notes you took for *Lord of the Flies* and “The Veldt” list the similarities and differences in the two texts on the sheet.

If necessary, re-read or re-view the two texts to complete your lists.

Look at your edited draft of writing and add to it the ideas you have on your lists which would enhance your piece of writing. Write or word process a legible draft to share with your group mates.

In your group of four do a writer’s workshop conference to edit each other’s pieces of writing. You need to check specifically for suitability for the audience, content and plausibility. Write another draft of your selection using your editors’ comments to revise.

Proofread your draft and make any necessary corrections. Hand in your masterpiece.

## Facilitator's Notes

### Materials

- The invitation or workshop summary should ask participants to bring a unit that they currently use and enjoy teaching to the workshop
- Copies of the ELA Pilot Program of Studies for each participant
- Copies of this handout, pages 1 – 12
- Optional: - an overhead of the six Language Arts from page 1 of this document
  - an overhead of the General Outcomes from page 1 of this document
  - an overhead of Elements of Short Range Plans from page 8 of this document
  - an overhead projector
- Chart paper and wide tipped felt pens
- A sample unit in case participants do not bring a unit to the workshop

### Suggested Approach

#### Introduction

Discuss the six language arts and the addition of representing to the 5 strands from the 1982 Curriculum. Emphasize the integrated nature of the six language arts.

Introduce the five general outcomes. Review the difference between a general outcome and a specific outcome. Refer participants to pages 6 and 7 of the Pilot Program of Studies.

#### Activity

Review the directions with the participants. Supply a sample unit to those participants who did not bring their own unit to the session. Point out page 12 and 13 of the Pilot draft of the Program of Studies which provides an overview of the headings for the specific outcomes. Encourage participants skim the specific outcomes and bullets under the headings in the Program of Studies.

Participants complete the activity with a partner. Sharing at the end can be organized by having partnerships that began with the same general outcome form a group, choose one general outcome and discuss:

- what they discovered in the document
- how activities in their units met some of these specific outcomes
- and list other activities for their units that would also meet some of the specific outcomes for the general outcomes

Each group can summarize their findings on the chart paper and report to the large group.

#### Planning Practicalities

Review the information on page 8. Have participants view the forms on pages 9 – 11. **Note: pages 9 and 10 are one form and are intended to be used side by side.** Participants can discuss what form they prefer and why. Optional: If time permits, in small groups, participants can design their own forms, making sure that they include all the elements of short range plans listed on page 8 of this handout. Then have them share their forms with the large group.

#### Conclusion

Review information on page 12. Discuss questions and concerns.