

**The Atlantic Curriculum Correlation to Scholastic *Stepping Up With Literacy*
Place (Grade 9 – 4 UNITS)**

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| Language | |
| <i>Speaking and Listening</i> | |
| GENERAL CURRICULUM OUTCOMES | |
| By the end of grade 9, students will: | |
| 1. speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences | All Inquiry Units All Book Club Units |
| 2. communicate information and ideas effectively and clearly, and to respond personally and critically | All Inquiry Units All Book Club Units |
| 3. interact with sensitivity and respect, considering the situation, audience, and purpose | <u>Inquiry Units:</u> Mixed Messages pages 70, 86 The Big Picture pages 64, 74 <u>Book Club Units:</u> Future Worlds pages 64, 69, 81, 87-88 Stand Up for Human Rights!: Introducing the Book Club Units |
| SPECIFIC CURRICULUM OUTCOMES | |
| By the end of grade 9, students will: | |
| 1.1 examine others' ideas in discussion to extend their own understanding | All Inquiry Units All Book Club Units |
| 1.2 ask relevant questions calling for elaboration, clarification, or qualification, and respond thoughtfully to such questions | All Inquiry Units All Book Club Units |
| 1.3 articulate, advocate, and support points of view, presenting viewpoints in a convincing manner | <u>Inquiry Units:</u> Mixed Messages pages 37, 39-41, 43, 45-47, 49, 52-53, 55, 57-59 The Big Picture pages 26-29, 34, 39, 41-42, 44, 46-47, 49, 51-52, 54, 56-57 <u>Book Club Units:</u> Future Worlds pages 17, 19, 25-27, 33-34, 38, 44, 46, 51-53, 55, 58-59, 60 Stand Up for Human Rights! |
| 1.4 listen critically to assess the adequacy of the evidence speakers give to evaluate the integrity | <u>Inquiry Units:</u> Mixed Messages pages 22-28, 31-32 |

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| of information presented | The Big Picture pages 24-29, 32-35 All Book Club Units |
| 2.1 participate constructively in conversation, small-group and whole-group discussion, and debate, using a range of strategies that contribute to effective talk | All Inquiry Units All Book Club Units |
| 2.2 adapt vocabulary, sentence structure, and rate of speech to the speaking occasion | <u>Inquiry Unit:</u> Mixed Messages pages 71, 76 <u>Book Club Unit:</u> Stand Up for Human Rights!: Final Project; Text-Type Writing Study |
| 2.3 give and follow instructions and respond to complex questions and directions of increasing complexity | All Inquiry Units All Book Club Units |
| 2.4 evaluate their own and others' use of spoken language in a range of contexts, recognizing the effects of significant verbal and non-verbal language features | <u>Inquiry Unit:</u> Mixed Messages pages 70, 85 <u>Book Club Units:</u> Future Worlds pages 64, 87 Stand Up for Human Rights!: Final Project; Text-Type Writing Study |
| 3.1 demonstrate active listening and respect for the needs, rights, and feelings of others | <u>Inquiry Units:</u> Mixed Messages pages 17, 28 The Big Picture pages 18, 24, 27 <u>Book Club Units:</u> Future Worlds pages 16, 27, 31, 42, 55, 61, 64, 69 Stand Up for Human Rights! |
| 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 | <u>Book Club Units:</u> Future Worlds page 31 Stand Up for Human Rights!: Introducing the Book Clubs |
| 3.3 demonstrate an awareness of the power of spoken language to influence and manipulate, and to reveal ideas, values, and attitudes | <u>Inquiry Unit:</u> Mixed Messages pages 70-71 <u>Book Club Unit:</u> |

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| | Stand Up for Human Rights! |
| 3.4 demonstrate an awareness that spoken language has different conventions in different situations and cultures, and use language appropriate to the situation | <u>Inquiry Unit:</u> Mixed Messages page 71 |
| Language <i>Reading and Viewing</i> | |
| GENERAL CURRICULUM OUTCOMES By the end of grade 9, students will: | |
| 4. select, read, and view with understanding a range of literature, information, media, and visual texts | All Inquiry Units All Book Club Units |
| 5. interpret, select, and combine information using a variety of strategies, resources, and technologies | All Inquiry Units All Book Club Units |
| 6. respond personally to a range of texts | All Inquiry Units All Book Club Units |
| 7. respond critically to a range of texts, applying their understanding of language, form, and genre | All Inquiry Units All Book Club Units |
| SPECIFIC CURRICULUM OUTCOMES By the end of grade 9, students will: | |
| 4.1 select texts that address their learning needs and range of special interests | Program and Planning Guide pages 15, 54, 61 |
| 4.2 read widely and experience a variety of young adult fiction and literature from different provinces and countries | All Inquiry Units All Book Club Units |
| 4.3 demonstrate an understanding that information texts are constructed for particular purposes | <u>Book Club Unit:</u> Stand Up for Human Rights! |
| 4.4 use cueing systems and a variety of strategies to construct meaning in reading and viewing increasingly complex print and media texts | All Inquiry Units All Book Club Units |
| 4.5 articulate their own processes and strategies for reading and viewing texts of increasing complexity | All Inquiry Units All Book Club Units |
| 5.1 independently access and select specific information to meet personal and learning needs: select from a wide range of sources appropriate to their purposes; use the electronic network; | <u>Inquiry Units:</u> Mixed Messages pages 68-69 The Big Picture page 63 |

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| employ strategies to conduct their research | <p><u>Book Club Units:</u> Future Worlds page 67 Stand Up for Human Rights!: Text-Type Writing Study</p> <p>The Writer’s Handbook pages 7-8</p> |
| 5.2 experiment and rely upon a range of print and non-print sources for accessing and selecting information | <p>All Inquiry Units All Book Club Units</p> |
| 5.3 employ various relevant research strategies such as generating questions, drafting an outline, or interviewing peers to determine what questions they would like answered by their research | <p><u>Inquiry Units:</u> Mixed Messages pages 69, 82-83 The Big Picture pages 63-64, 71</p> <p><u>Book Club Units:</u> Future Worlds pages 69, 77 Stand Up for Human Rights!: Text-Type Writing Study</p> |
| 6.1 respond to some of the material they read or view by questioning, connecting, evaluating, and extending, moving beyond initial understanding to more thoughtful interpretations | <p>All Inquiry Units All Book Club Units</p> |
| 6.2 express and support points of view about texts and about issues, themes, and situations within texts, citing appropriate evidence | <p><u>Inquiry Units:</u> Mixed Messages pages 22-24, 27-28, 33, 45, 47, 51-53, 57-59 The Big Picture pages 26-28, 32, 34, 41-42, 45-47, 50-52, 55-57</p> <p><u>Book Club Units:</u> Future Worlds pages 17-18, 20, 26, 33, 36, 38, 40-41, 44-46, 48-50, 53, 56-58, 61-62 Stand Up for Human Rights!</p> |
| 6.3 with increasing confidence and flexibility, find evidence in texts to support personal claims on viewpoints about issues, themes, and situations | <p><u>Inquiry Units:</u> Mixed Messages pages 22-24, 27-28, 33, 45, 47, 51-53, 57-59 The Big Picture pages 26-28, 32, 34, 41-42, 45-47, 50-52, 55-57</p> <p><u>Book Club Units:</u> Future Worlds pages 17-18, 20, 26, 33, 36, 38, 40-41,</p> |

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| | 44-46, 48-50, 53, 56-58, 61-62 Stand Up for Human Rights! |
| 7.1 critically evaluate information presented in print and media texts, assessing relevance and reliability of available information to answer their questions | <u>Inquiry Units:</u> Mixed Messages The Big Picture pages 26, 28-29, 32-35, 41-42, 46-47, 50-52, 56-57 <u>Book Club Units:</u> Future Worlds pages 38-39, 51, 61-63 Stand Up for Human Rights! |
| 7.2 demonstrate that print and media texts are constructed for particular purposes and particular audiences, describing how specific text and genre characteristics contribute to meaning and effect | <u>Inquiry Units:</u> Mixed Messages The Big Picture pages 26, 28-29, 32-35, 41-42, 46-47, 50-52, 56-57 <u>Book Club Units:</u> Future Worlds pages 38-39, 51, 61-63 Stand Up for Human Rights! |
| 7.3 respond critically to texts of increasing complexity: analyse 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 | All Inquiry Units All Book Club Units |
| Language <i>Writing and Representing</i> | |
| GENERAL CURRICULUM OUTCOMES By the end of grade 9, students will: | |
| 8. use writing and representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings, and to use their imaginations | <u>Inquiry Units:</u> Mixed Messages pages 54, 60, 63-78 The Big Picture pages 61-69 <u>Book Club Units:</u> Future Worlds pages 63-74 Stand Up for Human Rights!: Final Project; Text-Type Writing Study |

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| <p>9. create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes</p> | <p><u>Inquiry Units:</u> Mixed Messages pages 54, 60, 63-78 The Big Picture pages 61-69</p> <p><u>Book Club Units:</u> Future Worlds pages 63-74 Stand Up for Human Rights!: Final Project; Text-Type Writing Study</p> |
| <p>10. use a range of strategies to develop effective writing and representing, and to enhance their clarity, precision, and effectiveness</p> | <p><u>Inquiry Units:</u> Mixed Messages pages 67-70, 82-83 The Big Picture pages 63-64, 71</p> <p><u>Book Club Unit:</u> Future Worlds pages 66-69, 77 Stand Up for Human Rights!: Text-Type Writing Study; Digital Story Outline; Digital Story-Planning for the Storyboard; Storyboard Organizer</p> <p>The Writer’s Handbook</p> |
| <p>SPECIFIC CURRICULUM OUTCOMES By the end of grade 9, students will:</p> | |
| <p>8.1 use a range of strategies in writing and 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</p> | <p><u>Inquiry Units:</u> Mixed Messages pages 67-70, 82-83 The Big Picture pages 63-64, 71</p> <p><u>Book Club Units:</u> Future Worlds pages 66-69, 77 Stand Up for Human Rights!: Text-Type Writing Study; Digital Story Outline; Digital Story-Planning for the Storyboard; Storyboard Organizer</p> |
| <p>8.2 identify and reflect on strategies that are effective in helping them to learn and to describe their personal growth as language learners and language users</p> | <p><u>Inquiry Units:</u> Mixed Messages page 86 The Big Picture page 74</p> <p><u>Book Club Units:</u> Future Worlds page 88 Stand Up for Human Rights!: Unit Wrap-Up Lesson</p> <p>The Writer’s Handbook</p> |
| <p>8.3 use note-making to reconstruct knowledge</p> | <p><u>Inquiry Units:</u></p> |

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| <p>and select effective strategies appropriate to the task</p> | <p>Mixed Messages pages 20, 25-26, 28-29, 34, 42, 48, 54, 60, 62 The Big Picture pages 21-22, 30, 35, 43, 48, 53, 58, 60</p> <p>All Book Club Units</p> <p>The Writer’s Handbook page 8</p> |
| <p>8.4 make informed choices of language to create a range of interesting effects in imaginative writing and representing</p> | <p>Program and Planning Guide pages 37-40, 160</p> <p><u>Inquiry Units:</u> Mixed Messages pages 64-65, 70-81 The Big Picture pages 62, 66-70</p> <p><u>Book Club Units:</u> Future Worlds pages 70-76 Stand Up for Human Rights!: Text-Type Writing Study</p> <p>The Writer’s Handbook pages 15, 20-24</p> |
| <p>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</p> | <p><u>Inquiry Units:</u> Mixed Messages pages 54, 60, 63-78 The Big Picture pages 61-69</p> <p><u>Book Club Units:</u> Future Worlds pages 63-74 Stand Up for Human Rights!: Final Project; Text-Type Writing Study</p> |
| <p>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 differ from those used in a media advertisement)</p> | <p><u>Inquiry Units:</u> Mixed Messages pages 63-70 The Big Picture pages 61-63</p> <p><u>Book Club Units:</u> Future Worlds pages 66-69 Stand Up for Human Rights!: Final Project; Text-Type Writing Study</p> <p>The Writer’s Handbook pages 5-6</p> |
| <p>9.3 understand that ideas can be represented in more than one way and used with other forms of representing (speeches, demonstrations, plays)</p> | <p><u>Inquiry Units:</u> Mixed Messages pages 75, 78 The Big Picture page 69</p> <p><u>Book Club Units:</u></p> |

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| | <p>Future Worlds page 74 Stand Up for Human Rights!: Final Project; Text-Type Writing Study</p> <p>The Writer’s Handbook pages 5-6</p> |
| <p>9.4 demonstrate an awareness of the effect of context on writing and representing, making appropriate choices of form, style, and content for specific audiences and purposes</p> | <p><u>Inquiry Units:</u> Mixed Messages pages 63-70 The Big Picture pages 61-63</p> <p><u>Book Club Units:</u> Future Worlds pages 66-69 Stand Up for Human Rights!: Text-Type Writing Study</p> <p>The Writer’s Handbook pages 4-6, 39</p> |
| <p>9.5 analyse and assess responses to their writing and media productions</p> | <p><u>Inquiry Units:</u> Mixed Messages page 70 The Big Picture page 64</p> <p><u>Book Club Units:</u> Future Worlds page 69 Stand Up for Human Rights!: Text-Type Writing Study</p> |
| <p>10.1 demonstrate an awareness of which prewriting, drafting, revising, editing, proofreading, and presentation strategies are successful with various writing and representations</p> | <p>Program and Planning Guide pages 85-86 160-161</p> <p><u>Inquiry Units:</u> Mixed Messages pages 63-78 The Big Picture pages 61-69</p> <p><u>Book Club Units:</u> Future Worlds pages 65 -74 Stand Up for Human Rights!: Text-Type Writing Study</p> <p>The Writer’s Handbook</p> |
| <p>10.2 consistently use the conventions of written language in final products</p> | <p>Program and Planning Guide pages 160-161</p> <p><u>Inquiry Units:</u> Mixed Messages pages 63-78 The Big Picture pages 61-69</p> <p><u>Book Club Units:</u></p> |

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| | <p>Future Worlds pages 65 -74 Stand Up for Human Rights!: Text-Type Writing Study</p> <p>The Writer’s Handbook pages 20-24</p> |
| <p>10.3 experiment with the use of technology in communicating for a range of purposes with a variety of audiences</p> | <p>All Inquiry Units All Book Club Units</p> |
| <p>10.4 demonstrate a commitment to crafting pieces of writing and representations</p> | <p><u>Inquiry Units:</u> Mixed Messages pages 54, 60, 63-78 The Big Picture pages 61-69</p> <p><u>Book Club Units:</u> Future Worlds pages 63-74 Stand Up for Human Rights!: Final Project; Text-Type Writing Study</p> |
| <p>10.5 integrate information from several sources to construct and communicate meaning</p> | <p><u>Inquiry Units:</u> Mixed Messages pages 68-69 The Big Picture page 63</p> <p><u>Book Club Units:</u> Future Worlds page 67 Stand Up for Human Rights!: Not Welcome; Final Project; Text-Type Writing Study</p> <p>The Writer’s Handbook pages 7-8, 11-12</p> |