**Goal - Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a variety of contemporary and traditional grade-level-appropriate texts in a variety of forms (oral, print, and other texts) from First Nations, Métis, and other cultures for a variety of purposes including for learning, interest, and enjoyment.**

***CR B10.1 Comprehend and respond to a variety of visual, oral, print, and multimedia texts that address: identity (e.g., Diversity of Being); social responsibility (e.g., Degrees of Responsibility); and social action (agency) (e.g., Justice and Fairness).***

* **I can show that I understand different visual (see), oral (hear), print (read), multimedia texts (addressing identity, social responsibility, social action).**
* **I can respond to different visual (see), oral (hear), print (read), multimedia texts (addressing identity, social responsibility, social action).**

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| **Indicators** | **Assessment Ideas** |
| a. I can **view** a variety of contemporary and traditional texts and **show that I understand** the issues that come from what I am viewing. I can **respond** to these visual texts. *(teachers: refer to curriculum guide for specific listing)* | Response rubric (p. 65-66)Support from Text Rubric has been created! ☺  |
| a. I can **listen to** a variety of contemporary and traditional texts and **show that I understand** the issues that come from what I am listening to. I can **respond** to these oral texts. | Response rubric (p. 65-66)Support from Text Rubric has been created! ☺  |
| a. I can **read a** variety of contemporary and traditional texts and show that I understand the issues of what I am reading. I can respond to these print texts. | Response rubric (p. 65-66)Support from Text Rubric has been created! ☺  |
| b. I can **make connections** to text by **using prior knowledge** to help me understand and interpret texts. I can make connections to language by using prior knowledge to help me understand and interpret texts. | Making connections – use sticky notes or highlighter – annotate (Cindy Tulp has a sample)* T-S (green)
* T-T (blue)
* T-W (yellow)
 |
| c. I can **respond personally and critically** to individuals, events and ideas presented in different texts (including First Nations, Canadian, and international). | Double Entry Journal entries – Jade has a sample from Grade 6 with rubric* Cindy has a brilliant idea for this from AP class ☺
 |
| d. I can discuss ways that texts can portray individual/community values and behaviours. I can discuss ways in which texts can challenge individual/community values and behaviours.  | Discussion Rubric |
| e. I can identify how human experiences and values are shown in texts. |  |
| f. I can compare my own ideas and values with those shown in texts. | Venn diagram, compare and contrast charts |
| g. I can view, listen to, read and respond to texts that are historically or culturally important (and make connections to history and social sciences). |  |
| h. I can identify patterns and themes in texts. |  |
| i. I can analyze how texts support themes and issues. |  |

Assessment Ideas

Journaling, responsive writing,

**CR B10.2 View, interpret, and report on ideas and information from more than one source to develop and support positions on various topics related to the course including identity, social responsibility, and personal agency.**

 **I can view information from more than one source.**

* **I can interpret this information.**
* **I can report on ideas presented from more than one source. I can provide evidence to support various positions (opinions).**

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| **Indicators** | **Assessment Ideas** |
| a. I can view Grade 10 visual and multimedia texts that are created by a variety of artists. I can show I understand what I am viewing. I can interpret what I am viewing. I can summarize what I see when viewing visual and multimedia texts. |  |
| b. I can select before, during, and after strategies to help me understand what I am viewing. I can use these strategies when viewing. I can reflect on the effectiveness of these viewing strategies. (see posters). |  |
|  c. I can understand and apply various language communication cues and conventions to help me understand, including: **Pragmatic cues:** I can identify and understand how language registers (tone??) can change and be used for effect.**Textual cues:** I can identify and understand how thoughts and ideas of a range of visual and multimedia texts are organized (text features). **Syntactic cues:** I can identify and understand how different sentence patterns can be used to communicate and clarify meaning. **Semantic/Lexical/Morphological cues:** I can use a dictionary or other source to determine a word’s meaning(s). **Graphophonic cues:** I can identify the correct form and usage of a word.**Other cues:** I can identify and how graphic aids (e.g., diagrams, graphs, timelines) support and enhance the message. |  |
| d. I can view information from a variety of texts (illustrations, maps, charts, graphs) to interpret and draw conclusions. |  |
| e. I can evaluate how mass media portrays genders, cultures, and socio-economic groups (e.g. low income). |  |
| f. I can recognize how persuasion is used in visual and multimedia texts. I can analyze and assess its impact.  |  |
| g. I can respond critically to what I view. |  |
| h. I can identify and evaluate how verbal and visual features contribute to the message of various consumer products. |  |
| i. I can respond to and discuss how various visual features such as **verbal** (e.g. written words on a poster), **static** (e.g. image), and **moving** (e.g music video) are combined for different purposes and audiences on CD covers. |  |
| j. I can attend a performance of a play and discuss the specific scenes, main character, and technical production aspects of the presentation. |  |

**CR B10.3 Listen to, comprehend, interpret, and summarize information and ideas presented in a variety of literary and informational texts including group discussion, oral readings, interviews, prepared talks, and a talk-back show about a topic or issue being studied.**

* **I can listen to information and ideas from more than one source (such as group discussion, oral readings, interviews, prepared talks, and a talk-back show about a topic or issue being studied.)**
* **I can interpret this information.**
* **I can summarize these ideas.**

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| **Indicators** | **Assessment Ideas** |
| a. I can **listen to** Grade 10 literary and informational texts that are created by a variety of artists. I can interpret this information. I can **summarize** what I hear when listening. |  |
| b. I can **select before, during, and after strategies** to help me understand when I am listening. I can use these strategies when listening. I can evaluate the effectiveness of these listening strategies. (see posters). | See Rubric created by Jade  |
| c. I can **understand and apply various language communication cues and conventions** to help me understand, including: **Pragmatic cues:** I can identify and understand how language registers that are varied and used for effect (e.g., characterization, dialect) and that have been influenced by the context (e.g., community in which it was learned). **Textual cues:** I can identify and understand how thoughts and ideas of a range of oral texts are organized (text features). **Syntactic cues:** I can identify and understand how different word order and sentence patterns can be used to communicate and clarify meaning when listening. **Semantic/Lexical/Morphological cues:** I can use a dictionary or other source to determine a word’s meaning(s). **Graphophonic cues:** I can identify the correct form and usage of a word.**Other cues:** I can identify and explain how features including voice production factors (e.g., articulation, tone, tempo, pronunciation, volume, emphasis, pitch, pause) and non-verbal cues (e.g., gestures, stance, eye contact) clarify intent of message.  | Rubric from Curriculum |
| d. I can demonstrate **active listening** by, and for the purpose of: • concentrate, focus, pay attention, and ignore distractions  |  |
| • analyze **explicit and implicit messages**, viewpoints, and concepts  |  |
| • recognize **overall plan or organization** including **transitional** expressions  |  |
| • **paraphrase** what was listened to and heard  |  |
| • distinguish **fact from opinion**  |  |
| • identify and analyze **persuasive techniques**  |  |
| • evaluate **perspective, credibility, and logic**  |  |
| • use effective **note-making strategies** and a variety of written or graphic forms to organize, summarize, and share ideas acquired from listening  |  |
| • **prepare and ask relevant questions** and respond appropriately  |  |
| • analyze the **overall effectiveness** of the message. |  |
| e. I can **understand the factors that interfere with good listening** (e.g., environment, speaker, listener) and ignore distractions.  |  |
| f. I can **respond critically** to what I heard and support my conclusions with examples. | Refer to Outcome 1 |
| g. I can **apply listening strategies when interviewing** (including preparing and asking relevant questions, making notes, responding correctly and effectively, compiling and reporting responses).  |  |
| h. I can create and support judgments using **convincing evidence** about the ideas under discussion.  |  |
| i. I can **listen to and evaluate excerpts** from a range of phone-in talk-back shows about an issue (e.g. John Gormley News Talk Radio, podcasts). |  |

**CR B10.4 Read, interpret, and summarize a wide variety of classical and contemporary literary (including drama, biography, autobiography, poetry, short stories, novels) and informational (including letters, diaries, memoranda, electronic communications) texts.**

* **I can read information and ideas from both classical and modern literary texts (including drama, biography, autobiography, poetry, short stories, novels).**
* **I can interpret this information.**
* **I can summarize these ideas.**

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| Indicators | Assessment Ideas |
| a. I can read Grade 10 literary and informational texts that are created by a variety of artists. I can interpret this information. I can summarize what I hear when listening. |  |
| b. I can select before, during, and after strategies to help me understand when I am reading. I can use these strategies when reading. I can evaluate the effectiveness of these reading strategies. (see posters). |  |
| c. I can understand and apply various language communication cues and conventions to help me understand when reading, including: **Pragmatic cues:** I can identify and understand how language registers that are varied and used for effect (e.g., characterization, dialect) and that have been influenced by the context (e.g., community in which it was learned).  |  |
| **Textual cues:** I can identify and understand how thoughts and ideas of a range of written texts are organized (text features). I can identify and understanding distinctive features of genres (e.g., prose, poetry) and organizational patterns within each genre (e.g., chronological, spatial, cause and effect, comparison and contrast).  |  |
| **Syntactic cues:** I can identify and understand how different word order and sentence patterns can be used to communicate and clarify meaning when reading. **Semantic/Lexical/Morphological cues:** I can use a dictionary or other source to determine a word’s meaning(s), usage, pronunciation, and etymology.  |  |
| **Graphophonic cues:** I can identify the correct form and usage of a word to find out the correct pronunciation in context (e.g., “project” as a noun versus as a verb).**Other cues:** I can identify and explain how features such as layout and accompanying graphics clarify intent of message.  |  |
| d. I can demonstrate active reading by: • establish a purpose for reading such as to learn, interpret, and enjoy  |  |
| • skim, scan, and read closely  |  |
| • identify and analyze explicit and implicit messages, viewpoints, concepts, persuasive techniques, and propaganda techniques (e.g., testimonial, band wagon, stereotyping)  |  |
| • recognize and analyze text structures and elements • make connections (text to text, text to self, text to world) • evaluate perspective, credibility, and logic • differentiate fact from opinion • differentiate between literal and figurative statements • compare own ideas and values against those in text • recognize, comprehend, and discuss the significance of allusions and symbols in context • construct images based on text descriptions (representing)• discuss and analyze meanings, ideas, language, and literary quality in a range of contemporary and historical texts, taking account of purpose, audience, and time • use note-making, marginal notes, and outlining to better understand texts.  |  |
| e. I can read fluently and independently, using reading strategies for the intended purpose. |  |
| f. I can recognize stylistic devices and techniques such as characterization, flashback, foreshadowing, and hyperbole.  |  |
| g. I can describe, discuss, and analyze the conventions, structures, and language features and explain how are appropriate to the topic and purpose.  |  |
| h. I can read about a particular event or issue, using texts from a range of sources, including magazines, newspapers, cartoons, and letters to the editor to identify different points of view or angles. |  |
| i. I can compare the topic, purpose and point of view of different texts. I can explain the reason for these differences.  |  |
| j. I can read and interpret critically the main ideas, events, and themes of written texts. I can prepare and present critical responses to what I read.  |  |
| k. I can read and make generalizations about key concepts, characters, themes, and techniques in literary texts. I can support my ideas with specific details and examples. |  |

**Goal – CC - Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.**

***CC B10.1 Compose and create a range of visual, multimedia, oral, and written texts to explore: identity (e.g., Diversity of Being); social responsibility (e.g., Degrees of Responsibility); and social action (agency) (e.g., Justice and Fairness).***

* **I can compose a variety of visual, multimedia, oral, and written texts to explore identity, social responsibility and social action.**
* **I create a variety of visual, multimedia, oral, and written texts to explore identity, social responsibility and social action.**

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| **Indicators** | **Assessment Ideas** |
| a. I can create and clearly defend a point of view on individual, community, national, and world issues. |  |
| b. I can create spoken, written, and other representations that include:  |  |
| • a clear thesis and logical points to support thesis • appropriate/logical details/evidence to support thesis • a style and voice appropriate to audience and purpose • clear patterns of organization • a justifiable conclusion.  |  |
| c. I can develop an inquiry project related to a theme or issue: |  |
| • produce relevant questions that can be researched • create specific topics and clarify ideas • gather information from primary and secondary sources (e.g. note-taking skills)• summarize/synthesize the information gathered• locate errors in logic and gaps in information; gather more information if needed• report on ideas and information from more than one source to develop and support positions and draw conclusions on various topics; via reports, summaries, or other formats• reflect on the process and the completed project  |  |

***CC B10.2 Create and present a visual or multimedia presentation supporting a prepared talk on a researched issue, using either digital or other presentation tools.***

* **I can create a visual or multimedia presentation supporting a prepared talk on a researched issue, using either digital or other presentation tools.**
* **I can present a visual or multimedia presentation supporting a prepared talk on a researched issue, using either digital or other presentation tools.**

|  |  |
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| **Indicators**  | **Assessment** |
| a. I can prepare and present **visual and multimedia presentations** and a research talk/report that:  |  |
| • uses organization appropriate to audience, purpose, and context • has a single idea and strong message • organizes ideas in a logical and appropriate sequence • includes smooth transitions • includes a variety of forms and technologies such as sound, photographs, and models• reflects on how ideas are communicated through elements of design such as colour, shape, line, and texture • use props, visual aids, graphics, music, sound effects, photos (“clip-art”), and electronic media to enhance the appeal and accuracy of presentations, and ensure words on visuals are easy to read • provide logical and convincing conclusions. b. I can select before, during, and after strategies to construct and communicate meaning when using other forms of representing. I can use these strategies when representing. I can reflect on the effectiveness of these representing strategies. (see posters). |  |
| c. I can understand and apply various language cues and conventions to help me when representing, including: **Pragmatic cues:** I can select and use language that includes people across cultures, races, genders, ages, and abilities. I can avoids common usage problems including: unclear language, the use of jargon, slang, euphemism, clichés, (such as “Me and John…”, “I can’t get no…,”“Like,…”).  |  |
| **Textual cues:** I can create visual and multimedia texts that are unified (i.e., all elements combined to form a single whole or “oneness”) and coherent (i.e., consistent, logically arranged, and connected).  |  |
| **Syntactic cues:** I can use a variety of sentence forms (e.g., parallelism, inversion, subordination). I can write sentences that show proper grammar (e.g. free of misplaced qualifiers and dangling qualifiers; show agreement of subject and verb, consistency in verb tense, pronoun agreement, and clear pronoun reference; and use correctly that/which, who/ whom, and punctuation). |  |
| **Semantic/lexical/morphological:** I can use words correctly including prepositions (e.g., suited to, suited for), homonyms (e.g., to, too, two), plurals and possessives (e.g., the cat’s paws, students’ projects, people’s pets), and meaning (e.g., then/than; few, fewer/less, lesser).  |  |
| **Graphophonic:** I can recognize and use Canadian spelling conventions and clear pronunciation to aid spelling. |  |
| **Other cues and conventions:** I can use appropriate visual elements (e.g., colour, layout, graphics, illustrations) and media technologies to clarify and enhance message.  |  |
| d. I can choose, understand, and synthesize (bring together) information from visual texts. I can present it effectively, using a range of visual and layout features and different technologies. |  |
| e. I can choose a section of narrative text and use it as a basis for a dramatization. I can use a narrator (where appropriate), dialogue, action, backgrounds, costumes, props, music, sound effects, and language that keep the intent and tone of the original text.  |  |
| f. I can create and present a real-life action or role play to class.  |  |
| g. I can choose a character from a novel and plan a seminar that gives a character analysis (e.g. relationship with other characters), using digital or other presentation tools (video, still photography, sound recording, musical accompaniment). |  |
| h. I can create imaginative or creative representations to share interpretations and ideas.  |  |
| i. I can use persuasive techniques (e.g., rhetorical question, repetition, parallelism, analogy, appeal to authority) in visual and multimedia texts.  |  |
| j. I can experiment with a variety of text forms (e.g., advertisements, posters, videos) and techniques (e.g., colour, typeface, graphics). |  |

**Compose and Create Goal**

***CC B10.3 Use oral language to express a range of information and ideas in formal (including a prepared talk on a researched issue, an interview, an oral reading of prose or poetry, and an explanation and defence of a personal point of view) and informal (including discussion and group work) situations.***

* **I can use oral language in both formal and informal situations to express ideas and information.**
* **I can prepare and present a talk on a researched issue.**
* **I can prepare and present an interview.**
* **I can prepare and present an oral reading of prose or poetry.**
* **I can explain and defend a personal point of view.**
* **I can participate in class and group discussion.**

a. I can participate in small-and large-group discussion. I can demonstrate effective group interaction skills and strategies including: (checklist of participation indicators)

• doing my share of the work in a group (e.g., by summarizing, raising questions, seeking clarification, extracting significant points, making connections, setting agenda)

• maintain and demonstrate respectful behaviours (e.g. listening carefully to others, disagreeing respectfully, encouraging others, staying positive, waiting my turn, avoiding put-downs)

• staying on topic and keeping goals in mind

• clarifying and restating speaker’s ideas to confirm meaning.

b. I can select before, during, and after strategies to construct and communicate meaning when constructing and communicating meaning when speaking. I can use these strategies when speaking. I can reflect on the effectiveness of these speaking strategies. (see posters).

c. I can understanding and apply language cues and conventions to construct and communicate meaning when speaking including:

**Pragmatic cues and conventions:** I can select and use language orally that includes people across cultures, races, genders, ages, and abilities. I can avoids common usage problems including: unclear language, the use of jargon, slang, euphemism, clichés, (such as “Me and John…”, “I can’t get no…,”“Like,…”).

**Textual cues and conventions:** I can create oral texts that are unified (i.e., all elements combined to form a single whole or “oneness”) and coherent (i.e., consistent, logically arranged, and connected).

**Syntactic cues and conventions:** I can use a variety of sentence forms when speaking (e.g., parallelism, inversion, subordination). I can, when speaking, create sentences that show proper grammar (e.g. free of misplaced qualifiers and dangling qualifiers; show agreement of subject and verb, consistency in verb tense, pronoun agreement, and clear pronoun reference; and use correctly that/which, who/ whom, and punctuation).

**Semantic/lexical/morphological:** I can use words correctly including prepositions (e.g., suited to, suited for), homonyms (e.g., to, too, two), plurals and possessives (e.g., the cat’s paws, students’ projects, people’s pets), and meaning (e.g., then/than; few, fewer/less, lesser).

**Graphophonic:** I can recognize and use Canadian spelling conventions and clear pronunciation to aid spelling.

**Other cues and conventions:** I can use using appropriate **oral elements** (e.g., volume, intonation). I can use appropriate non-verbal cues and body language. I can use appropriate gestures, facial expressions, sound, and visual and multimedia aids to enhance a message.

d. I can use oral language to interact with others in one-to-one, small-group and large-group discussion for a specific goal, for example:

* demonstrating an awareness that language changes with audience
* recognizing and paraphrasing views that differ from own
* reassessing own viewpoints
* prompting and supporting others
* solving problems
* resolving conflicts
* building consensus
* articulating and explaining personal viewpoint
* discussing preferences
* speaking to extend current understanding
* celebrating special events and accomplishments.

e. I can work in pairs to develop and script an interview on an issue of interest or on an incident in a literary text, for a particular audience and purpose.

f. I can, while in a role, rehearse and record interview or present interview to the group. (point of view)

g. I can work in pairs to prepare and present closing argument for and against a selected fictional character on a charge which could have been levelled at a character. (mock trial)

h. I can select three poems related to theme. I can present them to a group of peers using voice to clarify meaning by:

* emphasizing rhythm
* highlighting particular words or phrases
* signalling the role and effects of line endings
* stanza breaks
* other elements of structure.

i. I can recognize and use elements of classical speech forms to create a rational argument, applying the art of persuasion and including:

* introduction
* body with transitions
* conclusion.

j. I can identify and adjust oral presentation elements in keeping with purpose, audience needs, and situation. For example:

* articulation
* pronunciation
* volume
* tempo
* pitch
* stress
* gestures
* eye contact
* facial expression
* poise.

***CC B10.4 Create a variety of written informational (including a business letter, biographical profile, problem-solution essay) and literary (including fictionalized journal entries and a short script) communications.***

* **I can create a variety of informational communications in written form.**
	+ **I can create a business letter.**
	+ **I can create a biographical profile.**
	+ **I can create a problem-solution essay.**
* **I can create a variety of literary communications in written form.**
	+ **I can create a fictionalized journal entry.**
	+ **I can create a short script.**

a. I can write the following forms of both informational and literary texts:

* narrative
* expository
* persuasive
* descriptive

I can include the following in my writing:

• various elements of speech (e.g., purpose, speaker, audience, form)

• logical structures appropriate to audience, purpose, and context

• central foci and strong messages

• appropriate styles for audience

• organize ideas in a logical and appropriate sequence

• smooth transitions

• convincing conclusions.

b. I can select before, during, and after strategies to construct and communicate meaning when writing. I can use these strategies when writing. I can reflect on the effectiveness of these writing strategies. (see posters).

c. I can understand and apply language cues and conventions to construct and communicate meaning when writing including:

**Pragmatic cues and conventions:** I can select and use language that includes people across cultures, races, genders, ages, and abilities. I can avoids common usage problems including: unclear language, the use of jargon, slang, euphemism, clichés, (such as “Me and John…”, “I can’t get no…,”“Like,…”).

**Textual cues and conventions:** I can create written texts that are unified (i.e., all elements combined to form a single whole or “oneness”) and coherent (i.e., consistent, logically arranged, and connected).

**Syntactic cues and conventions:** I can use a variety of sentence forms when writing (e.g., parallelism, inversion, subordination). I can create sentences that show proper grammar (e.g. free of misplaced qualifiers and dangling qualifiers; show agreement of subject and verb, consistency in verb tense, pronoun agreement, and clear pronoun reference; and use correctly that/which, who/ whom, and punctuation).

**Semantic/lexical/morphological:** I can use words correctly including prepositions (e.g., suited to, suited for), homonyms (e.g., to, too, two), plurals and possessives (e.g., the cat’s paws, students’ projects, people’s pets), and meaning (e.g., then/than; few, fewer/less, lesser).

**Graphophonic:** I can recognize and use Canadian spelling conventions and clear pronunciation to aid spelling.

**Other cues and conventions:** I can use appropriate written elements (e.g., font size, type face, formatting). I can write legibly with appropriate speed and control. I can use communication elements such as neatness, underlining, indentations, spacing, and margins to enhance clarity and legibility of communication.

d. I can write an **explanation** and defend a personal point of view that:

• explains the writer’s beliefs about an important subject (main idea)

• identifies focus of essay in opening paragraph (topic sentence)

• organizes ideas in a logical and appropriate sequence (body)

• includes smooth transitions

• provides logical and convincing conclusions.

e. I can write a **biographical profile** that:

• includes key ideas learned about the person

• begins by sharing some important background information

• explains what he or she accomplished

• ends by leaving the readers with something to think about and consider.

f. I can write a **problem-solution essay** (e.g., an essay in which you analyze a problem and present one or more solutions) that:

• focuses on a problem that is important to self

• identifies the problem in a clear statement

• analyzes the problem thoroughly, explaining its parts, history, and causes

• weighs possible solutions, what is being done to address the problems, and suggestions or solutions

• determines what readers need to know

• explains why situation exists and how it can be fixed

• includes all the important facts and reasons

• ends effectively explaining what the writer would like to see done.

g. I can write **a business letter** (e.g., letter of complaint, e-mail request) that:

• uses a consistent style (semi-block or full block)

• presents information completely and in the correct order

• includes all the parts of a business letter – heading, inside address, salutation, body, complimentary closing, and signature

• states purpose clearly and immediately

• gives complete and accurate details

• states clearly what the writer wants the reader to do

• avoids expressions that are wordy, clichéd, vague, or discriminatory

• begins, continues, and ends with courteous tone

• determines what the recipient needs to know.

h. I can write **fictionalized journal entries** (e.g., of a literary character or a historical figure) that:

• focuses on a made-up character *or* someone read about or observed

• focuses on an ongoing event *or* experience

• contains impressions, reflections, and observations about life, people, and experiences

• gives insight into the personality and values of the character.

i. I can write a **short script** (e.g., a short play or a script for an advertisement) that:

• includes stage directions that indicate the time and place of the action, entrances and exits, and what characters are doing on stage

• gives details of setting that lead into the beginning of the script

• employs dialogue (characters’ words) that moves the action along

• builds around a believable conflict or problem that makes sense in the lives of the main characters

• includes (if multimedia) graphics, music, Blend In, Cut To, Fade In, Fade Out, Insert, and other elements.

j. I can experiment with and explore a variety of written text forms, such as

* letter of complaint
* obituary
* brochure.

I can experiment with and explore a variety of techniques, such as:

* figurative language
* literary devices
* anecdotes.

**Assess and Reflect (AR). Students will extend their abilities to assess and reflect on their own language skills; discuss the skills of effective viewers, listeners, readers, representers, speakers, and writers; and set goals for future improvement.**

***AR B10.1 Establish and apply criteria to evaluate own and others’ work.***

***AR B10.2 Set personal language learning goals and select strategies to enhance growth in language learning.***

* **I can establish criteria to evaluate my own and others’ work.**
* **I can apply these criteria when evaluating my own and others’ work.**
* **I can set personal learning goals to improve language learning.**
* **I can select strategies to improve language learning.**

a. I can use feedback to evaluate my effectiveness as a communicator.

b. I can evaluate my own contributions to group process. I can evaluate others’ contributions. I can provide support where needed.

c. I can set personal learning goals to improve language learning. I can select strategies to improve language learning.

d. I can consider alternative ways of reaching my goals.

e. I can celebrate special accomplishments by using language to describe and discuss achievements. (Jade’s - Write Stuff)