Uqausiliriniq:
Communications 10-11-12

Picture needed

Teacher's Handbook

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[1] For more information related to the curriculum strands, consult the foundation document, *Inuit Qaujimajatuqangit Education Framework for Nunavut Curriculum.*

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Notes to Principals

This handbook provides an overview of the Communications 10-11-12 (English) program. This program belongs to the *Uqausiliriniq* curriculum strand which also includes English language arts, Inuktitut language arts, French language arts, second language programs, and fine arts. It provides an overview of the program, issues related to the program, and recommended ways of delivering it in your school.

Graduation Requirements

Communications 10-11-12 meets the graduation requirement for 15 credits in English language. It is **critical to note** that this course prepares students for college entrance[2], further training, and employment. It does **not** prepare students for direct university entrance. Parents must sign the registration form indicating that they are aware that this course will not prepare their child for direct university entrance.

15 credits in **English**: a minimum of **one** course at each of the following grades				
Grade	*Course Code*	*Course Name*	*Credits*	
	ELA1105	English Language Arts 10-1	5	
10	ELA1104	English Language Arts 10-2	5	OR
	ECS1000	Communications 10	5	
	ELA2105	English Language Arts 20-1	5	
11	ELA2104	English Language Arts 20-2	5	OR
	ECS2000	Communications 11	5	
	ELA3105	English Language Arts 30-1	5	
12	ELA3104	English Language Arts 30-2	5	OR
	ECS3000	Communications 12	5	

English Language Course Sequence and Recommended Transfer Points

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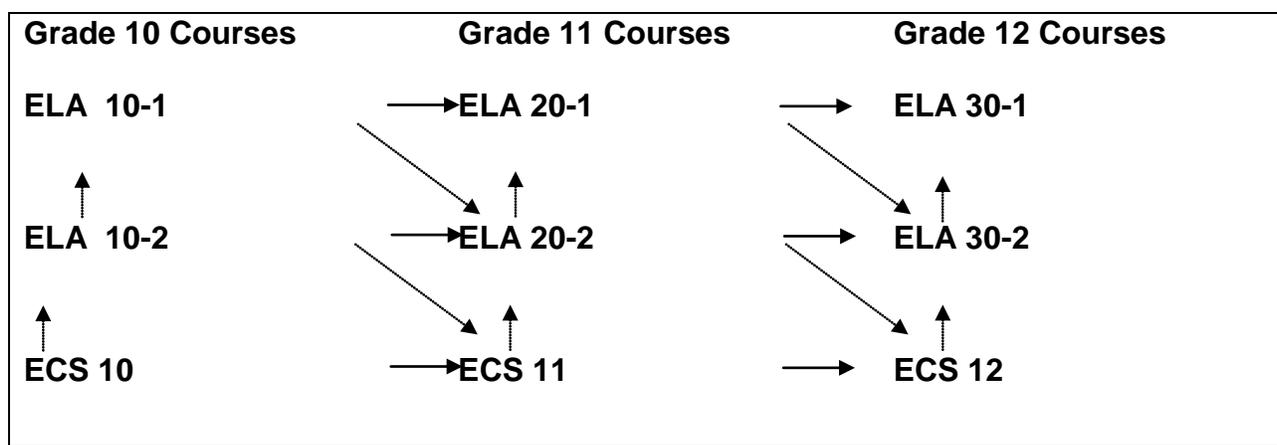
[2] Algonquin College, Nunavut Arctic College,

Student transfer from one level of course to another is ultimately made at the discretion of the principal in consultation with the student and her or his parents/guardians. Transfers must take into consideration the future aspirations of the student. The transfer points allow students to build the foundation and skills they require to embark upon the path of their choice. In order to experience success, students may need to spend more than three years in the senior secondary high school program.

All Nunavut-developed curriculum is modular. Students who leave a program and return later should not be required to re-do a module that they have already successfully completed. This requires accurate tracking at the school level[3].

Program Overview

Communications 10-11-12 reflects the cultural, environmental and linguistic aspects of the Nunavut context. It is a competency-based program and the competencies are sequenced across the *Pinunnaqsijuq* stage of learning (currently grades 10, 11, 12. The competencies are developed through activities related to the Essential Skills research conducted by the Department of Human Resources and Skills Development Canada (HRSDC). Students must demonstrate their mastery of competencies through actual, observable activities. Assessment is ongoing using a variety of self, peer and teacher assessment tools including student projects. Reflective and metacognitive learning occurs throughout.

The program consists of the following modules:
  Communications 10
    1. The Essentials of Working with Others
    2. Essential Writing
    3. Oral Communication Essentials
    4. Essential Reading
  Communications 11
    1. The Essentials of Working with Others
    2. Essential Writing
    3. Oral Communication Essentials
    4. Essential Reading
  Communications 12
    1. The Essentials of Working with Others
    2. Essential Writing
    3. Oral Communication Essentials
    4. Essential Reading

Communications 10, 11 and 12 each require 125 hours of instructional time. Each module requires a **minimum** of 25 hours of instructional time. Teachers are encouraged to spend

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[3] The Student Information System currently under development will include features for in-school tracking of modules.

the remaining 25 hours on the reading module, but this decision will depend upon the strengths and needs of their students.

<mark>Classroom Setting</mark>

Smaller classes and group work promote the *piliriqatigiingniq* and *aajiiqatigiingniq* principles and the use of language for authentic purposes. Collaborative learning is promoted throughout. Students are frequently required to work with junior secondary or primary students. This affords them the opportunity to consolidate what they have learned and develop *pijitsirarniq* leadership skills by acting as role models for the younger students. From time to time, students will need to invite guests into the classroom or conduct interviews and research in the community.

Program Resources

Resources have been provided that are required to implement the program. Schools have found it works best when someone in the school is responsible for these resources. Lost materials on CDs or DVDs may be replaced through your Regional School Services office; commercial materials must be replaced by schools at their own cost. A resource list is included in the Appendices to this Handbook.

In order to conduct research and demonstrate competency in the media literacy component of the program, tudents must have access to computers, the internet and a variety of software programs that allow them to create spreadsheets, brochures, tables, powerpoint presentations, drawings and reports. <mark>Recommended software programs include</mark> Photoshop and Powerpoint.

Introduction

We are always communicating. We express information, ideas and feelings in a variety of ways, not only with words. How we appear to others, our clothing, sex, hair, body language, past interaction, tone, facial expressions, the ability to 'read' others, and the environment – these and other factors contribute to communication. One's ability to communicate well determines the depth at which information is welcomed, received, and processed.

Language Structure and Communication[4]

Communication is constant; even being silent is a form of communicating. There are so many ways we communicate and it is important to understand this, in order to become an effective communicator.

There are three key points to consider in communication:
1. the Intended message to be communicated
2. the delivery or methods chosen to communicate the message
3. how well it is received and understood.

The choices and new forms of communicating may give us a better chance to be effective, but the effectiveness of the communication still depends on those who are receiving it.

To communicate a message in a cross-cultural setting, because we are dealing with more than one language, it helps to know how each language is structured. All languages do not start from the same point to communicate their subject. If we look at the sentence structure in English, it generally starts with the subject to be communicated. The communication starts from the beginning of the sentence and finishes at the end of the sentence.

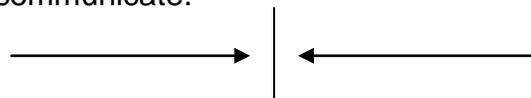In Inuktitut, the same subject will be communicated this way.

What this creates almost automatically is that the languages are going to clash. The languages will bump into each other.
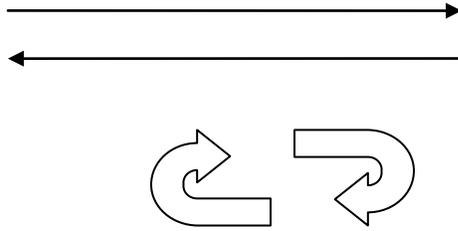
The language structure creates barriers at first, but it allows both to present the message the way they normally communicate.

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[4] Taken from a discussion paper on communication by Joe Karetak, Curriculum and School Services, 2008.

With practice, it is possible to eliminate the barrier and create the potential to understand each other.

Students' homes are filled with learning experiences, many of which consist of observation and opportunities to practise new skills. Schools, however, have tended to focus on a much more direct way of teaching and evaluating performance that is heavily dependent upon oral and written communication.

Program Foundation

The focus of the Communications 10-11-12 program is to engage students in their studies by providing courses that are relevant and authentic, that will allow them to graduate with a strong sense of Inuit values, beliefs and knowledge as well as with a set of transferable skills that are relevant to the current needs of Nunavut and the rest of Canada.

To achieve this focus, the program is based upon a foundation of *Inuit Qaujimajatuqangit* and other curriculum development principles. The content is constructed from the Essential Skills developed by the federal Department of Human Resources and Skills Development Canada (HRSDC). These are foundational skills required in all walks of life; they are needed in order to learn other skills and they are transferable from one environment to another. In addition, they are recognized across Canada and provide a national standard for Communications 10-11-12.

The program reflects current research and practice related to a language acquisition, particularly in contexts where English is being learned as an additional language.

The Inuit Qaujimajatuqangit Principles[5]

Inuuqatigiitsairniq: respecting others, relationships and caring for people

Tunnganarniq: fostering good spirit by being open, welcoming and inclusive

Pijitsirniq: serving and providing for family and/or community

Aajiiqatigiinniq: decision making through discussion and consensus

Pilimmarksarniq: development of skills through observation, mentoring, practice and effort

Piliriqatigiinniq: working together for a common cause

Qanuqtuurniq: being innovative and resourceful

Avatittinnik Kamatsiarniq: respect and care for the land, animals and the environment

General Principles of Language Acquisition[6]

Language is functional.

Language varies.

Language learning is cultural learning.

Language learning is a long-term process.

Language acquisition occurs through meaningful use and interaction.

Language processes develop independently.

Heritage language proficiency contributes to second language acquisition.

Bilingualism is an individual and societal asset.

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[5] Taken from *Tamapta 2009-2013*, page 6.
[6] Taken from *ESL Standards for Pre-K – 12 Students* by Teachers of English to Speakers of Other Languages, Inc., Alexandra, Virginia, US, 1997, page 6.

Essential Skills: A National Standard

The Department of Human Resources and Skills Development Canada (HRSDC) has been conducting research in workplaces across Canada for a number of years. Their researchers have determined a set of nine skills which they refer to as Essential Skills. They are essential because they are the skills that everyone needs to live, learn and earn. They're the skills that allow us to function effectively at school, at work, at home and in our community. These nine skills are identifiable, definable and common. They are necessary to a greater or lesser extent in every workplace and in every profession and occupation.

There are currently nine Essential Skills, but more may be added as HRSDC research continues[7]. The Communications program has been created to enable Nunavut secondary school students to acquire these skills in a meaningful and relevant context. The Essential Skills are introduced in grade 10 and revisited in more complexity in grades 11 and 12. Throughout the program, students will acquire and practise the skills required to carry out tasks related to the Essential Skills.

The Essential Skills

Reading Text: reading and understanding materials in the form of sentences or paragraphs such as notes, letters, memos, manuals, books and reports

Document Use: using and understanding a variety of information displays included labels, signs, lists, graphs, tables, forms, diagram, blueprints, and other similar material

Writing: preparing writing materials for a variety of purposes and includes filling in forms, writing text and using computers to write

Numeracy: using and understanding numbers and includes skills involving
- money math
- scheduling or budgeting and accounting
- measurement and calculation
- data analysis
- numerical estimation

Oral Communication: using verbal skills to exchange thoughts, ideas and information

Thinking Skills: the cognitive abilities involved in
- problem solving
- decision making
- critical thinking
- planning and organizing job tasks
- significant use of memory
- finding information

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[7] For more information, consult the HRSDC Essential Skills website:
www.hrsdc.gc.ca/eng/workplaceskills/essential_skills/general/home.shtml

Working with Others: the skills need to work successfully and interact with others to complete given tasks

Computer Use: the use of any type of computerized tools or technology

Continuous Learning: participating in an ongoing process of gaining skills and knowledge

The Communications 10-11-12 program focuses on the Essential Skills of Working with Others, Writing, Computer Use, Oral Communication, Reading Text, and Document Use. Students will develop proficiency in these skills through successive re-visiting of the skills throughout the senior secondary years. Each level builds upon the previous one with increasing skill and task complexity. Students will also develop and practise other Essential Skills, but these will not be the focus of the program.

Essential Skills Complexity Levels

These complexity levels indicate the level of difficulty from simple to complex of a particular task in which the skill is used. Please note that the levels refer to the complexity of the task, not the level of the individual performing the task. For example, a student is not working at a Level 2, but is able to consistently perform at Level 2 task. For most Essential Skills, Level 3 indicates moderately complex tasks. Being able to perform Essential Skill Level 3 tasks is considered the minimum desired level for coping with modern life and work.

Throughout the Communications modules, text boxes highlight in red indicate the complexity level of the preceding activity. The purpose of including the complexity levels is to provide information to the teacher regarding the level of task complexity the activity requires.

Essential Skills Profiles

The National Occupational Classification (NOC) is a system for describing the occupations of Canada. The NOC provides Canadians with a standardized language for describing and understanding the nature of work performed by Canadians in the labour market. As part of the research involving Essential Skills, HRSDC has developed over 200 Essential Skills Profiles of various occupations on the NOC. To date, profiles have been completed for all occupations requiring a high school education or less. Research is ongoing to complete occupations required university, college or apprenticeship training.

Students who are interested in a career related to an occupation included in the Essential Skills Profiles, are able to visit either the Essential Skills Profiles website[8] or the Ontario Skills Passport website[9]. Students can review the Essential Skill Profiles and see which Essential Skills are most used in that career, the complexity with which the skills are

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[8] www.

[9] http://skills.edu.gov.on.ca/OSPWeb/jsp/en/NOCListing.jsp?sort=D

used, and example job tasks that illustrate how each Essential Skill is applied in the profiled occupation.

Essential Skills Tracking Forms

Throughout the Communications 10-11-12 program, students and teachers will keep track of the tasks they are able to do using Essential Skills at various levels of complexity. In order to prove mastery of a task at a given complexity level, students must demonstrate competency by performing the task successfully on a repetitive basis. It is generally accepted that tasks at a Level 3 complexity are college-level tasks. As with all learning, we know that some students will accomplish tasks at a rudimentary level and others at an advanced level. Most students will do better on some Essential Skills than on others. Tracking forms accompany each module and require sign-off by the teacher when students have demonstrated competency.

Approach to Instruction

Communications 10-11-12 is competency-based and the competencies are sequenced across the *Pinunnaqsijuq* stage of learning (currently grades 10, 11, 12) from simpler to more complex expectations. The competencies are developed through activities related to the Essential Skills. The tasks required in the activities increase in complexity as the student progresses. Students will be expected to perform tasks related to Essential Skills at a minimum of Level 3 complexity. The students need to demonstrate their mastery through actual, observable activities. Assessment is ongoing using a variety of self, peer and teacher assessment tools including student projects. Reflective and metacognitive learning occurs through a student journal where students are expected to respond to specific items of reflection.

The approach of Communications 10-11-12 is unique to Nunavut, reflecting the realities of the Nunavut context and Inuit culture. The program has been developed in Nunavut by Nunavut teachers for Nunavut students. The program design recognizes classroom diversity. Activities are experiential and collaborative. Students will demonstrate independent as well as peer-to-peer learning; they will engage in leading activities with younger students and will interact with the community. Teachers of Communications 10-11-12 should be familiar with the document, *EL2 Junior Secondary Handbook for Nunavut Schools.* It is an excellent resource for information related to language acquisition as well as appropriate and recommended pedagogical strategies to be used in our schools.
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This program differs from an English Language Arts course. Students will focus on developing skills for doing a task rather than skills to gain knowledge. For example, the reading modules deal largely with non-fiction, authentic text; the literature component is minimal. Previously, English was regarded as a tool to assimilate Inuit students into the larger Canadian society. Today, English is regarded as a tool to provide them with a wider range of options for their future without losing their identity.

Each module uses experiences of the students as a scaffold to extend the understanding of communication. There are conversations about traditional ways of communicating, expectations, and the resulting implications. Not all such discussions can be scripted. You, the teacher, have the privilege and responsibility to be vigilant, ask questions, and facilitate your students in making connections between the various environments that they navigate.

Course Outlines and Competencies

The Communications 10-11-12 program consists of three courses: Communications 10, Communications 11, and Communications 12. Each course requires a **minimum** of 25 hours of instruction and consists of four modules.

    Course: Communications 10
        Modules:
1. The Essentials of Working with Others
2. Essential Writing
3. Oral Communication Essentials
4. Essential Reading

    Course: Communications 11
        Modules:
1. The Essentials of Working with Others
2. Essential Writing
3. Oral Communication Essentials
4. Essential Reading

    Course: Communications 12
        Modules:
1. The Essentials of Working with Others
2. Essential Writing
3. Oral Communication Essentials
4. Essential Reading

Developers intended that teachers would use the modules in this order, but it is not a requirement. Teachers may prefer to start with something more familiar like the modules with a focus on reading or writing.

Communications 10-11-12, Module 1: The Essentials of Working with Others

Module 1 centers on the *Inuit Qaujimajatuqangit* principle of *piliriqatigiinniq* (working together). Students not only have the opportunity to work together, but also to reflect on what working well with others requires in a changing environment. Students will examine the unique ways Inuit have worked together and how these strengths provide a set of skills that will help the students move into the work environment with ease.

Inuit understand and are adept in many forms of non-verbal communication. Children learn by watching and imitating others; elders communicate and express expectations, approval, and disapproval often with little said. Interpersonal connection and working together with others is core to the Inuit understanding of family and community. This module will specifically reflect the Inuit values of Family and Kinship, Names and Naming, Elders, Traditional Responsibilities of Women and Men, Sewing, Chanting and Drumming, Laws and Leadership (*Inuugatigiit: The Curriculum From the Inuit Perspective).*

This module provides a primary focus on the Essential Skill of Working with Others, a skill required for a productive work environment. This skill reflects the extent to which a person works with others to complete a task and the leadership initiatives required to assist participants to complete the task[10]. The module provides students with opportunity to practise the interpersonal skills needed to successfully work alone, work independently, work with a partner or helper, and work in a team. It also provides the groundwork for strong interpersonal skills that are paramount in being able to give direction and leadership to either a small or large group.

Learning Competencies: The Essentials of Working with Others		
	10 (Level 1)	**11 (Level 2)**	**12 (Level 3)**
1	The students will identify, examine, and discuss interpersonal skills required to work successfully with others by: • Interviewing a local worker in a work setting • researching and sharing information related to selected Essential Skills occupational profiles	The students will identify the interpersonal skills required to work successfully with others by: • researching and reporting on a variety of places where people work, including at home, on the land, volunteering, and work sites	The students will examine and analyze the Essential Skill of Working with Others by: • discussing Working with Others complexity levels and developing examples of worksite and classroom tasks associated with each level • researching an occupation and representing it using a specific format to illustrate the Essential Skill complexity levels required
2	The students will increase self-awareness by: • discussing and exploring how others perceive them in relation to how they perceive themselves	The students will increase self-awareness by: • identifying and reporting on the factors contributing to image	The students will increase self-awareness by: • developing an inventory of their interpersonal skills and assessing their strongest and weakest skills
3	The students will examine the factors that affect inclusive, respectful communication by: • observing, discussing and reflecting on non-verbal communication, specifically body language	The students will examine the factors that effect inclusive, respectful communication by: • evaluating and enacting helpful body language that invites listening and speaking	The students will examine, interpret and demonstrate appropriate body language by: • enacting emotions, interpreting the meaning of non-verbal gestures and comparing cultural body language

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[10] *Readers Guide to Essential Skills Profiles*, page 57 at
http://srv108.services.gc.ca/english/general/readers_guide_whole.shtml

4	The students will compare the impact of attitudes on communication • by identifying related vocabulary • by discussing and role playing positive and negative attitudes	The students will compare the impact of positive and negative attitudes by: • examining, reflecting on and discussing the contagious nature of attitudes	The students will compare the impact of positive and negative attitudes by: • discussing the connection between attitude and behavior • exploring their own personal attitudes • identifying strategies for maintaining a positive attitude in difficult situations
5	The students will use a variety of strategies to give and receive instructions by: • developing clear questions • using active listening and reading to follow directions	The students will use a variety of communication strategies to give and request information by: • developing clear questions and answers • examining three main types of questions	The students will examine and demonstrate giving and receiving feedback by: • exploring factors that affect feedback • discussing the purpose and uses of constructive feedback • role playing using a specific format
6	The students will practise conversational techniques by: • participating appropriately in small talk following a given format	The students will practice conversational techniques by: • introducing themselves in a variety of contexts	The students will prepare for and demonstrate informal conversational techniques in a variety of contexts by: • identifying appropriate topics • applying a variety of communication skills, including body language, listening, questioning and feedback skills
7	The students will discuss, examine and reflect on conflict management and coping strategies by: • responding personally to conflict • managing personal emotions	The students will reflect on personal responses to stress and managing personal emotions by: • outlining the use of effective communication to deal with conflict • using tactful language for clarity in communication	The students will reflect on and explore how to deal with and respond to difficult situations and conflict by: • analyzing Nunavut government documents related to values and principles • researching and creating a code of ethics • applying their code to a variety of scenarios.

8	The students will examine personal roles and responsibility by: - exploring family relationships - comparing family roles today and in the past	The students will examine personal responsibility in a group setting by: - engaging in team-building activities that contribute to group monitoring and evaluation - analyzing the Working with Others skill component of northern occupations	The students will investigate and develop solutions for dealing with conflict by: - comparing the responsibilities of individuals for promoting the well-being of others from the perspective of Elders, codes of ethics, policies, and the *maligait* - creating a school policy to make the school a safer, happier place for everyone; - examining Inuit *maligait* as approaches to conflict resolution in contemporary society.
9	The students will identify cultural and social factors related to working with others by: identifying and describing the principles of *Inuit Qaujimajatuqangit* in a variety of texts and contexts	The students will identify cultural and social factors related to working with others by: - reflecting on outcomes related to cultural and social misunderstandings - synthesizing information and creating an alternative point of view	The students will explore and analyze issues of diversity by: - examining assumptions and expectations based on appearances and gender - applying the principle of *Tunnganarniq*
10	The students will apply skills of working with others by: participating in a summative, collaborative task	The students will reflect on managing change in their lives by: - researching change in human accomplishments over time - designing and presenting a visual advertisement of a future job - inferring from an Elder's story that change is inevitable.	The students will demonstrate their knowledge and understanding of interpersonal skills by: recognizing and describing the positive impact of interpersonal skills in others

Communications 10-11-12, Module 2: Essential Writing

Inuit are masterful in retaining and sharing information. The tradition of songs, stories, values, and expert knowledge were handed from generation to generation without written records. With the introduction of Christianity, a new way of communicating was also introduced: syllabics. This writing system provided a means to record and circulate information. Inuit have since adopted this system of writing, using either the original syllabics or Roman orthography. It is but one of many 'new' communication modes that have become a part of their ever growing repertoire. One has only to read *Nunatsiaq News* or watch a production of Isuma, and it is clear Inuit will continue navigating the changing scenery of communication.

With the formation of Nunavut, Inuit have set the high expectation of functioning well in both English and an Inuit language. This module aims to provide an understanding of the role played by written communication. The basic mechanics and modes of written communication are covered. In addition, the module seeks not simply to teach the basic skills necessary for skilled written communication to occur, but also to place it in a context, historically and practically.

This module provides a primary focus on the Essential Skill of Writing, a foundational skill used daily at home, at school and at work. This skill reflects a person's ability to effectively communicate through writing. It includes writing text, writing to fill-out forms and writing on a computer.[11] The module provides students with the opportunity to build and practise their writing skills for different purposes including research, planning and gathering information.

A secondary focus of this module is the Essential Skill of Computer Use, a critical skill for today and tomorrow's world. This skill reflects the use of any type of computerized technology including digital and electronic tools and equipment.

	Learning Competencies: Essential Writing		
	10 (Level 1)	**11 (Level 2)**	**12 (Level 3)**
1	The students will investigate various forms of communication by: • researching and providing brief written information on alternative modes of conveying information	The students will investigate various forms of communication by: • exploring how the use of color and font affects written communication	The students will investigate various forms of communication by: • experimenting with creative writing techniques • using images, colour and fonts to enhance the meaning of written material

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[11] Readers Guide to Essential Skills Profiles at
http://srv108.services.gc.ca/english/general/readers_guide_whole.shtml

2	The students will examine the development of writing by: • investigating its evolution through place and time	The students will examine modern forms of communication by: • researching the impact of technology • writing brief reports on their findings	The students will use critical thinking to analyze the effects of technology and their access to technology by: • researching the 'digital divide' and local worksites' uses of technology • presenting their findings in writing.
3	The students will investigate the development of syllabic writing by: • preparing written questions, researching historical data, and recording information gathered	The students will investigate the current status of language use in Nunavut by: • researching and responding in writing to relevant government documents and other texts	The students will investigate the current status of syllabic writing and the Inuit language by: • developing and administering a survey to a cross-section of community members • creating a summary report of their findings
4	The students will identify the use of writing in various local occupations by: • conducting interviews and preparing brief written texts on their findings	The students will identify the amount and type of writing tasks that are required in various local occupations by: • conducting interviews and preparing brief written reports on their findings	The students will investigate unfamiliar occupations and explore potential career options by: • researching the Essential Skill of Writing as a requirement of various occupations • creating a career display of key job-related information
5	The students will demonstrate proficiency in the mechanics of good writing by: • analyzing, evaluating and rewriting a variety of writing samples	The students will demonstrate proficiency in the mechanics of good writing by: • preparing and using a general outline to write one or more paragraphs summarizing a given text	The students will demonstrate proficiency in the mechanics of good writing by: • creating an outline for writing their autobiography following formal guidelines; • using the writing process to compose a detailed autobiography
6	The students will write to organize and record information by: • creating a step-by step checklist of assignments, events and activities to complete a day planner	The students will write to identify, organize and summarize key information by: • writing brief summaries that capture main ideas • taking minutes for meeting scenarios	The students will write to organize and summarize key information related to successful meetings by: • creating a written motion and agenda • providing a formal set of minutes • researching and writing a set of "Tips" on conducting meetings • providing written solutions to problem scenarios related to conducting successful meetings

7	The students will write to convey clear information by: • recording proper telephone messages, creating effective bulletins and composing formal thank you notes	The students will write to share information by: • identifying proper email etiquette • recognizing and composing appropriate types of formal and informal emails	The students will demonstrate proficiency in writing to inform by: • composing a formal cover letter applying appropriate form, style, vocabulary and content
8	The students write to gather and retain information by: • writing summaries of various articles and taking notes using keyword outlines	The students will write to gather information by: • composing a formal letter of inquiry following the writing process	The students will write to persuade by: • researching and developing a formal written funding proposal addressing an identified community need
9	The students write to convey and request information by: • correctly and accurately completing a variety of relevant application forms	The students will write to convey relevant and accurate information by: • correctly completing and helping others to complete a variety of application forms	The students will demonstrate proficiency in writing and filling in complex and lengthy forms by: • accurately and appropriately completing a variety of relevant application forms
10	The students will apply the writing process by: • planning, completing and evaluating a final writing project	The students will apply the writing process by: • planning, completing and evaluating a final writing project	The students will apply the writing process by: • planning, completing and evaluating a final writing project

Communications 10-11-12, Module 3: Oral Communication Essentials

Words and how they are used have always mattered deeply to Inuit. Consider naming. A newborn child is not regarded as fully human until it is given a name. Reflect on the power of words in Inuit mythology. The creation myth tells of a time when magic words were made; a time where simply spoken words had the power to bring about what was wanted. The oral traditions of the Inuit have left a legacy that honours their ancestors. Myths and legends, songs and chants have been passed from generation to generation. Until the 1950s a written means of communication was not a part of cultural expression. Traditions, stories and knowledge were passed succinctly from generation to generation orally: a phenomenal feat.

Rupert Ross in his book *Returning to the Teachings* (page 107) reflects that Aboriginal people seldom express judgments that are all too common in the western world. They converse, they listen, they share stories, make plans, tell jokes, discuss events, even disagree, all without a repertoire of criticisms. Schools have traditionally focused on a direct way of teaching and evaluating performance. Building oral skills in our students should reflect and incorporate the already existent strong and vibrant culture of oral expression. It must consider the ways in which oral communication takes place and the embedded values. As teachers we have the privilege of speaking into a wealth of knowledge and using already existing skills as a scaffold enabling our students to draw on both an academic and cultural means of oral expression.

This module centers on the *Inuit Qaujimajatuqangit* principle of *pijitsirniq* (sharing and helping others). Students will continue to develop their oral skills to communicate within the varied environments of family, school, work, and community. Students will be encouraged to hone their oral skills and to use these in ways that contribute to the well-being of those around them.

Inuit understand and are adept in many forms of oral communication. Children grow up hearing stories, which communicate expectations, cultural values, and ways of seeing the world that are uniquely Inuit. As well, very specific skills such as hunting or sewing skills were passed on orally as well as experientially. Oral communication has been the touchstone between generations and across thousands of years. Students will examine the unique ways oral traditions have nurtured culture and how these strengths provide a set of skills that will help them move into the work environment with ease.

This module focuses on the Essential Skill of Oral Communication as outlined by Human Resource and Skills Development Canada (HRSDC). This skill reflects the extent to which a person is able to verbally communicate *(both speaking and listening)* thoughts, ideas and information. Students are given the opportunity to practise the oral skills needed to successfully interact in social conversations and in routine learning situations with individuals and groups.

Learning Competencies: Oral Communication Essentials		
	10 (Level 1)	**11 (Level 2)**	**12 (Level 3)**
1	The students will retell Inuit legends by: • using a variety of listening and recording strategies to remember details	The students will explore the importance of storytelling to Inuit culture and history by: • listening to, gathering and responding orally to Inuit stories	The students will explore the value and art of story telling as a communal activity by: • retelling stories using creative storytelling techniques such as body language, different voices and intonation • analyzing stories for their underlying Inuit values and meaning • listening to an Elder tell traditional stories
2	The students will formulate good questions to gather information by: • interviewing others using listening and 'good questions' strategies	The students will practise sending and receiving clear and well transmitted oral messages by • asking and answering questions to clarify information, ensure understanding and check for accuracy	The students will investigate and practise the use of oral communication skills by: • researching (on-line) a current job opportunity for its Oral Communication skills requirements; • preparing, conducting, and reporting on interviews with local workers as to the use of oral communications skills in the workplace
3	The students will practise speaking clearly by: • exploring the use of appropriate volume, tone, pitch and speed [few sentences, how to say it, reading is provided]	The students will practise speaking clearly by: • exploring the use of appropriate volume, pitch, tone and speed [more than a few sentences, how you say it]	The students will explore and practise giving logical, concise, and succinct oral presentations by: • using the PREP strategy for structuring and organizing the topic and information to be conveyed [what you say]
4	The students will enhance communication by: • exploring various strategies that contribute to speaking clearly • listening to and evaluating various speakers for clarity of speech	The students will explore how to successfully complete tasks by: • identifying strategies to clearly set and meet goals • establish the roles and responsibilities when working with others	The students will explore and discuss the concept of responsibility by: • identifying behaviours that demonstrate responsibility in various group settings (home, school, work, camp) • describing the consequences and potential outcomes of making personal responsible and irresponsible decisions

5	The students will identify and apply the conventions of informal greetings by: • practising appropriately greeting others in a variety of social and cultural contexts	The students will identify and apply the conventions of self-introduction by: • practising introducing themselves in an appropriate register in a variety of social and cultural contexts	The students will explore and practise the convention of social introductions by: • practising appropriately introducing others in a variety of contexts using a set of guidelines; • learning and applying tips for remembering names of new people
6	The students will communicate clearly and effectively when using the telephone by: • identifying and emploing the appropriate skills and etiquette required	The students will review and apply the skills required to communicate clearly by: • investigating methods of effectively delivering a message in their community • delivering various public announcements	The students will analyze and demonstrate presentation and communication skills required during a job interview by: • identifying and discussing appropriate appearance, body language and behaviour for an interview • role playing interviews using a list of frequently asked questions
7	The students will share information and ideas by: • engaging in presentations and group discussions using effective speaking, listening and questioning skills •	The students will share information and ideas by: • practising impromptu speaking in a small group • using the PREP model for organizing and structuring oral presentations	The students will share information and ideas by: • using an expanded form of the PREP process to prepare and deliver a succinct and concise oral presentation
8	The students will explore how to express their feelings to others appropriately and in a non-confrontational manner by: • using the strategy *of I Statements*	The students will enhance communication by: • identifying the difference between active and passive listening • applying the active listening strategies of non-judgemental listening and paraphrasing	The students will demonstrate positive and productive group interactions by: • working with others to examine the positive effects of humour • planning and implementing a project based on humour
9	The students will enhance communication by: • identifying the difference between active and passive listening and by applying the active listening strategies of non-judgemental listening and paraphrasing	The students will identify possible solutions to conflict situations by: • determining the appropriate response to various types of conflict	The students will identify positive responses to conflict by: • exploring their own responses to conflict • distinguishing between helpful and non-helpful responses to conflict

| 10 | Working in small groups, the students will review and apply the communication skills presented in the module by:
• delivering a telephone dialogue using a Reader's Theatre format based on STOP, an audience interaction framework | The students will review and practise the skills in the module by:
Need a new project | The students will reflect on and demonstrate proficiency in the oral communication skills they acquired by:
• preparing and presenting a short ==multimedia== presentation on the value of oral communication skills
• scripting and enacting telephone conversations demonstrating various communications skills
• presenting to younger students re the importance of oral communication skills. |

Communications 10-11-12, Module 4: Essential Reading

Our environments are filled with print, which our students must learn to navigate if they are to be successful in school and prepared for the world they will encounter after graduation. When our students are confident and competent with their literacy skills this confidence transfers to other areas of their lives, opening opportunities in their personal, school and eventually their career lives. Literacy helps our students envision broader possibilities and fosters the creation of new ideas. This module will strengthen the Essential Skills of reading and document use.

This module provides a primary focus on the Essential Skill of Reading Text, a skill required for a productive work environment. A secondary focus of this module is the Essential Skill of Document Use, an integral skill associated with reading.

Learning Competencies: Essentials of Reading			
	10 (Level 1)	**11 (Level 2)**	**12 (Level 3)**
1	The students will improve reading skills by: • learning and applying a variety of reading strategies including scanning and speed reading • preparing and giving an instructional presentation on a specific reading strategy appropriate to both purpose and audience	The students will improve their reading comprehension by: • understanding how paragraphs are structured as a key feature of text • applying predicting strategies to help draw inferences about content • applying prediction strategies to quickly identify and summarize the main idea and supporting information from reading material	The students will improve their reading comprehension by: • distinguishing between fact and opinion when reading • looking for and determining the implied meaning of text
2	The students will improve their reading skills by: • learning about various ways content is sequenced as a key feature of text • sequencing text through re-writing or utilizing graphic organizers	The students will improve reading comprehension and retention skills by • organizing and analyzing reading material content,	The students will explore memory enhancement techniques as an aid to retaining content by • identifying a variety of memory enhancement strategies • selecting the strategies they wish to apply

3	The students will improve reading skills by: • using note-taking as a strategy to improve reading comprehension and recall skills • preparing a class presentation using a variety of note-taking strategies and tools	The students will improve reading skills by: • using note-taking as a strategy to improve retention of information • reviewing what makes a strategic reader • using guidelines to prepare a set of notes from text	The students will improve reading skills by: • using note-taking as a strategy to improve retention of information • reviewing how text is organized • preparing notes from an oral lecture
4	The students will improve visual literacy by: • understanding the use and importance of signs and symbols; • reading and interpreting visual information displayed in signs and symbols.	The students will improve visual literacy by: • understanding the type of information and how it is displayed in various kinds of graphs • reading and finding visual information displayed in different types of graphs	The students will improve visual literacy by: • following graphic and written instructions • creating a diagram to represent information presented in written form
5	The students will improve reading skills by: • understanding how paragraphs are structured as a key feature of text; • by identifying and using topic sentences to distinguish and organize key textual information.	The students will improve reading skills by: • understanding how paragraphs are structured • identifying and understanding narrative, descriptive and expository paragraphs	The students will improve reading skills by: • interpreting the meaning and main ideas • recognizing, reading and analyzing various types of conclusions • composing concluding statements for written text.
6	The students will improve oral reading by: • building vocabulary • applying word-solving strategies including the use of contextual clues	The students will improve oral reading skills by: • learning and applying a variety of spoken language techniques and strategies to communicate meaning and increase fluency and ease when reading aloud	The students will explore and practise fluency in oral reading by: • identifying and demonstrating the skills used in fluent oral reading with a focus on accuracy, rate and expression
7	The students will improve reading comprehension skills by: • using text formatting features	The students will improve reading comprehension skills by: • using transitional words to link idea and concept	The students will explore and demonstrate skills related to reading to learn and reading for information by: • reading, interpreting and using instructional manuals and guides to complete a task; • rewriting a section of an instructional manual to make it simpler and more user-friendly.

8	The students will improve reading skills by: • using the organizational layout and format of newspaper articles to locate and gather key information	The students will improve reading skills by: • reading product reports to locate key information • gathering, summarizing and integrating information into a report	The students will examine and demonstrate the skill of reading for information by: • ==identifying and comparing the key features of expository, persuasive and narrative texts;== • ==reading, locating key information and summarizing content of a variety of expository and persuasive texts.==
9	The students will improve reading skills by: • learning about the purpose and types of formal reports • identifying and using the organizational components of reports to locate and gather key information	The students will improve reading skills by: • learning the types and uses of instructional manuals on the job • reading instructional manuals to locate information and assess usability	The students will explore and broaden reading for information skills by: • ==identifying and distinguishing the layout and purpose of expository, persuasive and narrative text.==
10	The students will improve reading skills by: • reconstructing and confirm meaning using context clues • applying appropriate reading strategies to locate and use information from a variety of texts • identifying preferred reading strategies	The students will improve reading skills and expand scope of reading by: • reading a variety of texts for interest and pleasure for sustained periods • keeping a guided reading journal	The students will use reading as a tool for life-long learning by: • ==developing and implementing a family literacy event== • ==reading 10 hours of self-selected material.==

Modules and Units

All curriculum developed in Nunavut for secondary schools is modular. Students who leave a program and return later should not be required to re-do a module that they have already successfully completed.

Time Management

Each module consists of approximately 10 units. A unit may take one period or several periods to complete. **Teachers need to make their own lesson plans from the unit** and organize the learning and assessment in a manner that best suits their individual students. It may not be necessary to complete all of the activities or all of the units, it may be necessary to spend more time and practice on some of the activities, or it may be necessary to change the order of the activities or the units. This will all depend on your students. **However, students must be able to demonstrate all competencies associated with the module.** Communications 10, 11 and 12 each require a minimum of 125 hours of instructional time. Each module should take roughly a minimum of 25 hours of instructional time, but this will vary. It will depend upon your class, but we encourage teachers to **spend more than 25 hours on the reading module**. The extra time will allow your students to complete the assigned reading activities as well as have the opportunity to read for pleasure.

The Unit Template

Teachers create their lesson plans from the unit. Each unit includes the following components.

Unit #: Title of Unit

Learning Competency
The students will … The throat singers are the icon for Uqausiliriniq (Inuit language, English, French, fine arts) programs and courses.

Language Development
Many of our students are working to learn and study in more than one language. Every teacher is a teacher of language. This element of our template alerts teachers to new or difficult vocabulary in the unit or to strategies used in the unit that are recommended for language development.

Materials
The tool pouch icon indicates the materials the teacher will need to deliver the unit. Some writers also include information about photocopying that needs to be done in advance of the unit.

Background
If there is information the teacher needs to know in order to deliver the content of the unit, it is provided here.

Opener
This is an activity intended to develop a sense of community in the classroom. It also serves as a warm-up to the activities that follow. Frequently it is a game or a drama activity with a focus

on working collaboratively. The icon is an ice chisel.

Connector
The dog team and sled icon represents the Connector. The purpose of this activity is to ascertain what students already know about a topic. It should link what they already know to the new learning presented in the unit.

Activity
As the icon of tools and equipment indicates, this is the work on the new learning. It may consist of one or several activities.

Reflections
This is a metacognitive activity designed to allow students to reflect on what and how they have learned in the unit. The icon is an ulu and pana design on a drum.
Content – Reflection on the content of the unit and the thinking skills used to learn the content.
Collaborative – Reflection on the social aspects of the learning: the interactions that occurred and the collaborative skills that were (or need to be) developed.
Personal – Reflection on the learning and what it means to or how it has affected the learner.

Follow-Up
An activity to reinforce, extend or complement the previous activities. It is represented by a pawprint.

Classroom Reinforcement
The icon for this element is a tupiq held down by stones. Usually this consists of visual displays in the classroom that reinforce the learning and remind students of activities that have contributed to the learning. A word wall is recommended as one way of reinforcing and revisiting vocabulary. The icon is a tupiq anchored with stones.

Accommodating Diversity
The drummer is the icon for inclusive schooling in Nunavut. In all classrooms, there will be students working at different levels and difference paces. The research on multiple intelligences indicates that students have different strengths and learn in many different ways. This element provides teachers with ideas to meet the needs of all students in the class.

Assessment
The person sampling the snow is the icon for assessment in Nunavut schools.
Student – This is peer and self assessment related to specific work, portfolios, journals or logs, and participation.
Teacher – This is ongoing and anecdotal assessment as well as journal or log responses, conferencing and a summative assessment at the end of the module.

Dynamic Assessment as Learning[12]

The Nunavut education system and Inuit culture view learning as a continuous, on-going, and lifelong experience. This is expressed in the teaching and learning process as *pivallianginnarniq* or continuous progress. It is necessary that you keep detailed records so that your students may move from module to module without the necessity of repeating work already mastered.

The Communications 10-11-12 learning competencies require demonstrable outcomes. The purpose of ongoing assessment is to determine if the student has successfully demonstrated the competency or is there is need for support or follow-up. At the end of each unit, students and teachers are guided in their assessment of the activities completed and competencies demonstrated during the unit. We encourage you to develop assessment criteria for assignments and presentations with your students whenever possible. This promotes a better understanding of the criteria by which their work will be measured and it facilitates both self and peer assessment. Students should be active participants in the assessment process. As a result of this formative assessment, you and your students will know whether you must spend more time on the learning, present it in another manner, develop mini-lessons, or move on to the next unit or module.

Assessment Components

Your formative assessment for Communications 10-11-12 should be ongoing, simple and straightforward. There are several components in this process:
- the checklists and assessment tools provided in Appendix A (for students) and Appendix B (for teachers) for each module to determine whether students have demonstrated each competency and the extent to which they have demonstrated it. Teachers and students are encouraged to develop their own rubrics for specific activities.
- the Essential Skills tracking form(s) provided in Appendix C of each module. The purpose of the tracking forms is to monitor student progress related to the Essential Skills upon which this program is based. The tracking form for each module will be signed off by the teacher and kept as a permanent record of student progress related to Essential Skills. The tracking forms would be useful documents to include in the permanent collection of student portfolios. Please note that students must demonstrate Essential Skill competency by performing a given task successfully on a repetitive basis.
- regular student-teacher conferences – two per module are recommended
- a student portfolio (not provided in the resource materials kit)
- a student journal (not provided in the resource materials kit)

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[12] For more information related to assessment principles and practices in Nunavut, consult the *Ilitaunnikuliriniq: Foundation for Dynamic Assessment as Learning in Nunavut Schools.*

- regular and on-going teacher reflection, observation, collection of anecdotal notes related to demonstration of competencies, student engagement and quality of work
- student self and peer assessment

The rubric of competencies found in Appendix B and the Essential Skills tracking forms in Appendix C are the key evaluation tools. Each module concludes with a summative project for students to apply what they have learned throughout the module.

Portfolio and Journal

The portfolio should be a collection of student work that provides a broad view of student performance and progress. Each student should have her or his own portfolio. Ensure that for each module at least one permanent contribution is made to the portfolio. Students are responsible for selecting the items they wish to include in their portfolio as well as ensuring that their portfolio is organized and up to date. They should be able o discuss how they have selected the items they have included and the content of these items.

Students are to use their journals to complete the Reflections that are an integral part of each unit. They may also use the journal to record interviews, assignments, notes or information of special interest to them. We encourage you to respond to the intent of what student are writing rather than focusing on the mechanics of writing. Mechanical issues that are prevalent can be dealt with in mini-lessons. Student responses to the Reflections section will provide you with a clear indication of student understandings related to various aspects of the unit.

You will find the student assessment tools for portfolios and journals in Appendix A. Each form provides an opportunity for written teacher feedback.

Conferences

Ideally teachers and students will have a conference twice during a module, once at Unit 5 and another just at or before the final unit. The conferences afford an opportunity for feedback to both teacher and student in a one-on-one setting. Conference tools are provided in Appendix B.

After a conference, students should be given the opportunity to redo or improve their work to obtain a higher assessment.

Accommodating Diversity

Accommodating Nunavut's diverse learners involves a clear understanding of the Department of Education's inclusive education policy[13]:

> *In Nunavut, inclusion builds on the Inuit belief that each individual is valuable, belongs and contributes to the group.* (page 20)

To be effective as a teacher, you need to know the strengths, needs, and interests of all your students and you must be willing to address this aspect of your class through differentiated instruction. It is important that you recognize the difference between your students who are having difficulty processing information because they are learning in a second language and those few students who truly have a cognitive or physical condition and require specific teaching and learning strategies.[14]

Here are some suggestions[15] for adjusting your teaching to meet the diverse needs of your students:
- ground your teaching in your students' strengths
- move from a holistic, global perspective to the details of a topic rather than dealing first with the details that contribute to the whole
- allow your students opportunities to watch and practise or rehearse new skills; provide them with an example of the final product and expectations
- use hands-on, experiential, authentic learning situations
- teach students to work effectively in small, collaborative groups or with a partner (individual accountability, positive interdependence, collaborative skills, face-to-face interaction)
- encourage a variety of communication media, such as videos, powerpoints, recordings, drawings, or dramatizations

See the following page for ideas on teaching to multiple intelligences

The above information is intended to assist you in meeting the diverse needs of all your students. In addition, in each unit of the Communications 10-11-12 modules, there is an Accommodating Diversity section which incorporates a variety of alternative strategies for teachers. Many of these strategies address the students' various intelligences and learning styles. Some strategies provide enrichment activities, while others focus on activities to consolidate skills. All strategies are intended to give the teacher additional lesson ideas and activities to allow students to demonstrate the required competencies.

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[13] For more information on inclusive education, consult *Inuglugijaittuq: Foundation for Inclusive Education in Nunavut Schools*.

[14] See the *EL2 Junior Secondary Handbook for Nunavut Schools*, Section 2: "Teaching English in Nunavut" for further information.

[15] Taken from the *EL2 Secondary Handbook for Nunavtu Schools, pages 2:23 to 2:27.*

More Ideas for Teaching to Multiple Intelligences[16]

Bodily-Kinesthetic	Musical-Rhythmic	Interpersonal
Lab experiments Dramatization Original/classical dance Charades/mime Impersonations Tableaux Invention projects Physical exercise routines/games Skill demonstrations Illustrations using body language & gestures	Creating concept songs & raps Illustrating with sound Discerning rhythmic patterns Composing music Linking music and rhythm with concepts Orchestrating music Creating percussion patterns Recognizing tonal patterns & quality Analyzing musical structure Reproducing musical & rhythmic patterns	Group jigsaws Explaining to or teaching another Think-pair-share Giving and receiving feedback Interviews, questionnaires, & people searches Empathic processing Random group quizzes Assess your team mates Test, coach & retest
Intrapersonal	**Naturalist**	**Existentialist**
Autobiographical reporting Personal application scenarios Meta-cognitive surveys & questionnaires Higher order questions & answers Concentration tests Feelings, diaries & logs Personal projection Self-identification reporting Personal history correlation Personal priorities & goals	Hands-on experiments, labs and demonstrations Caring and nurturing of live plants and animals Nature-related field trips and field studies Reading nature stories, articles and journals Creating natural collections Outdoor classroom activities Conservation practices Noticing changes in the environment Predicting problems in nature related to human habitation	Paint while listening to music Watch films on big life questions Pondering questions like: Why am I here on Earth? Where was I before I was born? What was the world like before I was born? Can animals understand each other? What would life be like on another planet?
Verbal-Linguistic	**Logical-Mathematical**	**Visual-Spatial**
Written essays Vocabulary quizzes Recall of verbal information Cassette recordings Poetry writing Linguistic humour Speeches & debates Listening & reporting Learning logs/ journals	Cognitive organizers Reasoning Pattern games Outlining Logic/ rationality exercises Mental menus & formulas Deductive reasoning Inductive reasoning Calculation processes Logical analysis & critique	Murals & montages Graphic representation & visuals Reading, understanding & creating maps Flowcharts & graphs Sculpting & building Imaginary conversations Mind mapping Video recording & photography Manipulative demonstrations

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[16] Taken from the *EL2 Junior Secondary Handbook for Nunavut Schools,* page 4-29.

Assessment Weighting

For pilot teachers: weighting issues to be determined: portfolio + journal + participation + summative activity + rubric + other???; suggested or prescribed???

Where should the samples of assessment tools go – here or in an appendix???

Sample Student Assessment Tools

Participation Checklist

Unit	Task	Participated	Completed	Effort poor fair good awesome
1				
1				
1				

Unit Checklist and Assessment for Unit _____

Activity Title	Yes/Date	Not Complete/Comments

Activity Title	Poor	Fair	Good	Awesome

Ajunngitakka (What I Can Do)

Name: _____

Essential Skill: _____ Working with Others

I demonstrated this skill when I
_____
_____

Working with Others

Skills from Class Lists	Self-Assessment TEA* *How did I demonstrate it?*	Peer Assessment TEA* *What did I see or hear?*	Teacher Assessment TEA* *What did I see or hear?*	Comments

*TEA = Try harder, Effective, Awesome

Self or Peer Assessment on Group Work

Essential Skill	Yes/ No	Comments (self or peer)
Working with Others: Workplace Context		
Did I work cooperatively with the others in the group?		
Did I give directions to the other members in my group to help get our work done?		

Essential Skill	Yes/ No	Comments (self or peer)
Working with Others: Leadership Skills		
Did I coach or mentor others?		
Did I share my experience or learning with others?		

Portfolio Evaluation

Description of Portfolio item:

_____
_____

For this entry I worked with: _____

I chose this item because:

_____
_____

	Not Really	Seldom	Mostly	Always
I understood the requirements of the assignment and completed it.				
My work is clear, neat and well organized.				
I demonstrated creativity.				
I elaborated on the idea.				

The part that shows my personal growth is …

My biggest challenge was…

Teacher Feedback _____

Journal Evaluation

Journal entry date _____ Unit _____

	Yes	No
Does the writing make sense?		
Are the ideas clearly stated?		
Are the ideas in order?		
Is each thought complete?		
Do the supporting sentences offer enough detail?		
Does the writing stay on topic?		

An area of strength in the journal entry is…

I noticed…

One area I think I should work on is…

Teacher Feedback _____

Sample Teacher Assessment Tools

Participation Checklist

Unit	Task	Participated	Completed	Comment
1				
1				

Conference 1: Unit 1-5 Competencies

Student _____   Date _____

Competency	Met	Not Yet	Comments
• discussing Working with Others complexity levels and developing examples of worksite and classroom tasks associated with each level • researching an occupation and developing and presenting a graph illustrating the Essential Skill complexity levels required			
• increase self-awareness by developing an inventory …			
Other:			
Follow-Up			

Conference 2: Unit 6-10 Competencies

Student _____   Date _____

Competency	Met	Not Yet	Comments
• prepare for and demonstrate informal conversational techniques in a variety of contexts by identifying appropriate topics and applying a variety of communication skills, including appropriate body language, listening, questioning and feedback skills			
• analyzing Nunavut government documents related to values …			
Other:			
Follow-Up			

Tracking Form for _____   Communication 10, Module #: *Module Name*

LEVEL A	LEVEL B	LEVEL C	LEVEL D	
• uses complex reasoning • articulates issues in meaningful ways • interprets processes into action • participates in depth • interprets information inductively/deductively • develops well thought out conclusions	• analyses, compares, classifies • relates issues appropriately • applies issues to personal situation • uses processes effectively • participates actively • reasons and relates information in several ways • takes a stand on issues	• accepts information at face value • is aware of issues • relates theoretically to issues • follows processes as described • participates • uses information to complete a task • sees issues as separate from self	• does not relate to the information • does not fully grasp issues • does not relate to the issues • has difficulty following processes • does not fully participate • does not use discrimination in selecting information • unaware of significance of issues	Level A = 85-100% Level B = 70-84% Level C = 55-69% Level D = not eligible for credit
				Students will
				1.
				2.
				3.
				4.
				5.
				6.
				7.
				8.
				9.
				10.

Essential Skills Indicators and Tracking Forms

The National Occupational Classification (NOC) is a system for describing the occupations of Canada. The NOC provides Canadians a standardized language for describing and understanding the nature of work performed by Canadians in the labour market. As part of the research involving Essential Skills, HRSDC has developed over 200 Essential Skills Profiles[17] for various occupations on the NOC. To date, profiles have been completed for all occupations requiring a high school education or less. Research is ongoing to complete occupations requiring university, college or apprenticeship training.

Students who are interested in a career related to an occupation included in the Essential Skills Profiles, are able to visit the Essential Skills Profile website at http://srv108.services.gc.ca/english/general/home_e.shtml. Students can review the Essential Skill Profiles and see which Essential Skills are most used in that career, the complexity with which the skills are used and example job tasks that illustrate how each Essential Skill is applied in the profiled occupation[18].

Throughout Communication 10-11-12, students will keep track of the tasks they are able to do using Essential Skills at various levels of complexity. In order to prove mastery of a task at a given complexity level, students must demonstrate competency by performing the task successfully on a repetitive basis. It is generally accepted that tasks at a level 3 complexity are college-level tasks. As with all learning, we know that some students will accomplish tasks at a rudimentary level and others at an advanced level. Most students will do better on some Essential Skills than on others.[19]

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[17] http://srv108.services.gc.ca/english/general/readers_guide_whole.shtml

[18] Another excellent resource for reviewing Essential Skill occupational profiles is the Ontario Skill Passport website at http://skills.edu.gov.on.ca/OSPWeb/jsp/en/NOCListing.jsp?sort=D

[19]

Essential Skill: Working with Others

This Essential Skill consists of two parts:
1. Description of the Work Context
2. Supervisory or Leadership Activities

The first module of Communications 10 and 11, *The Essentials of Working with Others*, has targeted the first part of this Essential Skill: Description of the Work Context. Module 1 of Communications 12 addresses both parts of this Essential Skill including Supervisory and Leadership Activities.

1. Working with Others: Description of the Work Context

This Essential Skill refers to the extent to which an employee works with others to carry out their tasks. It covers four types of work contexts: work alone, work independently, work jointly with a partner and work as member of a team. It also pertains to participating in leadership activities (see Appendix). A person's skills in these various work contexts are dependent on their work environment and job tasks. As employees work with more people the greater the responsibility or complexity of coordination required.

The work contexts and their associated indicators are independent of each other. Most jobs require employees to effectively work in a number of work contexts. For example a worker may be required to Work Independently as well as Work with a Team but may not be expected to Work Alone.

Occupational Examples: A carpenter may be asked at different times to work independently, work with an apprentice or work with a building crew.

Hunting guides work alone most of the time when preparing for and leading hunting trips. But they may be part of the outfitter's/employer's team working together to provide high-quality service. They usually work independently, coordinating their work with the work of others as needed. Occasionally hunting guides may work with a partner.

Working with Others looks at four dimensions of the skill:
- Ability to coordinate work with others
- Range direction/supervision needed to complete work on time
- Meeting standards of quality
- Personal responsibility for interacting with others

Working with Others: Description of the Work Context Indicators

Level 1	Level 2	Level 3	Level 4
Working Alone Indicators	**Working Independently Indicators**	**Working with a Partner Indicators**	**Working with a Team/Group Indicators**
Able to work on alone and coordinate work with others **IF** required	Able to work independently and coordinate work with others **AS** required	Able to work cooperatively and coordinate and integrate work with one other person	Able to work cooperatively and coordinate work with a team/group of people
Works well without direction; organizes and completes own work on time	Works well with minimum direction; organizes and completes own work /task given a work plan and timeline	With a partner, gives or receives directions, effectively organizes and completes work/task on time	In a group, gives or receives directions, effectively organizes and completes work/task on time
Reviews and monitors own quality of work to meet required standards	Reviews and monitors own work/task in order to meet given standards	Works inclusively using own and partner's skills to improve quality of work	Works inclusively using own and each group member's skills to improve quality of work
Minimally responsible for interaction with others	Responsible for self when interacting with others	Responsible for interacting with one other person	Responsible for interacting with a number of people

2. Working with Others: Supervisory or Leadership Activities

Participation in Supervisory or Leadership Activities describes, in a standardized way, the leadership or supervision tasks performed in different jobs or occupations. There are 12 supervisory or leadership activities. Participation in Supervisory or Leadership Activities may include one or more of the following 12 activities:

- Participate in formal discussions about work processes or product improvement.
- Have opportunities to make suggestions on improving work processes.
- Monitor the work performance of others.
- Inform other workers or demonstrate to them how tasks are to be performed.
- Orient new employees.
- Make hiring recommendations.
- Make hiring decisions.
- Select contractors and suppliers.
- Assign routine tasks to other workers.
- Assign new or unusual tasks to other workers.
- Identify training that is required by, or would be useful for, other workers.
- Deal with other workers' grievances or complaints.

The following is a list of illustrative examples of Leadership Skills based on HRSDC Essential Skills self assessment tools.[20]

- Coach or mentor other students (e.g., sharing experiences and offering guidance or advice)
- Sharing experience and learning with others(i.e., other students, family, community)
- Lead by setting a good example for others around you. (i.e. volunteering)
- Support and encourage others.
- Let others know when they are doing a good job.
- Make decisions that others can respect.
- Provide constructive feedback to help other students improve their work.
- Take the lead in coordinating tasks in a group/team project.
- Demonstrate passion and enthusiasm for the tasks/activities you do.
- *Encourage group interactions and maintain a positive atmosphere within a team.*
- *Support others by taking the time to help them with their work*

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[20] Adapted from Working with Others Self-Assessment, Human Resources and Skills Development Canada at: http://www.rhdcc-hrsdc.gc.ca/eng/workplaceskills/essential_skills/wwo_self_assessment.shtml

Module Tracking Form: Working with Others, Workplace Context

Student _____ Module 12-1 _____

Indicators	Consistent Demonstration of Skill				Not yet
	Comment	**Date**	**Date**	**Date**	
Working Alone					
Able to work alone and coordinate work with others **IF** required					
Works well without direction; organizes and completes own work/task on time					
Reviews and monitors own quality of work to meet required standards					
Takes responsibility for interaction with others					
Working Independently					
Able to work independently and coordinate work with others **AS** required					
Works well with minimum direction; organizes and completes own work/task given a work plan and timeline					
Reviews and monitors own work in order to meet given standards.					
Takes responsibility for self when interacting with others					
Working with A Partner					
Able to work cooperatively and coordinate work with one other person.					
With a partner, gives or receives directions, effectively organizes and completes work/task on time					

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Works inclusively using own and partner's skills to improve quality of work					
Takes responsibility for interacting with one other person					
Working with A Team/Group					
Able to work cooperatively and coordinate work with a team/group of people					
In a group gives or receives directions, effectively organizes and completes work/task on time					
Works inclusively using own and each group member's skills to improve quality of work					
Takes responsibility for interacting with a number of people					

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       Teacher Signature   Date

Module Tracking Form: Working with Others, Leadership Skills

Student _____ Module 12-1 _____

Indicators	Consistent Demonstration of Skill				Not yet
	Comment	**Date**	**Date**	**Date**	
Leadership Skills					
Coaches or mentors other students (e.g. help others by sharing experience and offering guidance or advice).					
Leads by setting a good example for others					
Supports and encourages others.					
Lets others know when they are doing a good job.					
Makes decisions that others can respect.					
Provides constructive feedback to help other students improve their work.					
Takes the lead in coordinating tasks in a group/team project.					
Demonstrates passion and enthusiasm for the tasks/activities					
Encouraged group (partner) interactions and maintain a positive atmosphere within a team (partnership).					
Support others by taking the time to help them with their work.					

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Teacher Signature   Date

Essential Skill: Writing

There are five levels in the Essential Skills Writing Complexity Scale. The following three characteristics or *dimensions* are used to assess the complexity level of writing tasks[21]:

- Length and purpose: how much and why you are writing
- Style and structure of writing: the tone (i.e., informal or formal) and format of the writing
- Content: the complexity of vocabulary and subject matter, as well as the ability to adapt writing for different audiences

Each level of the Writing Complexity Scale is defined with reference to all three dimensions

Levels 2 and higher refer to texts that are one paragraph or more in length or are written in a specialized literary form not employing paragraphs.

Also note that Level 2 refers to writing where the content is "routine" while Levels 3 and above are for writing with "non-routine" content. In deciding between these, experts considered whether individuals can use texts that they have written before, taking extracts or reworking them to produce the new text, or whether they have to create new ways to say new things.

Writing: Complexity Scale and Indicators

Dimension	Level 1	Level 2	Level 3	Level 4	Level 5
Length and Purpose of the Writing	Writing that is less than a paragraph. Writing is intended to organize, remind, or inform.	Writing brief text that is a paragraph or longer intended to serve a variety of purposes.	Either longer or shorter pieces of writing intended to inform, explain, request information, express opinions or give directions.	Longer pieces of writing which present considerable information and which may feature a comparison or analysis. Writing task may involve making recommendations.	Longer pieces of writing which present an evaluation or critique, usually accompanied by recommendations. Writing tasks of any length which demand originality and effectiveness.
Style and Structure	Informal writing for small familiar audiences–usually coworkers. Writing which uses pre-set formats or writing for which the format is unimportant.	Writing with a more formal style for an audience other than co-workers. The writing sets a tone which is appropriate for the occasion, e.g. friendly, respectful, authoritative, etc. Standard spelling and grammar (syntax) expected. Writing tasks for which templates or models exist such as memos and letters in set formats.	Writing task has an established format, such as a contract, lease, financial report, or job description. Writing format may call for structural elements such as headings, a table of contents, footnotes, etc.	Conscious organization of writing for a given purpose. Writing may require modification of an existing format, such as a proposal or a report, to fit the given information. Consideration of the audience may be an important part of the writing task at this level.	Appropriate tone and mood may be as important as the content. Writing may display complex, multi-part organization to accommodate varied content.
Content of the Writing	Concrete, day-to-day, matters of fairly immediate concern.	Content of writing is routine, with little variation from one instance to the next.	Non-routine writing tasks The content of the writing may be extensive but it is readily available from established sources.	Writing task may involve the gathering and selection of information. Abstract or technical content may demand the use of specialized vocabulary. Re-write or transform written information for a specific audience, e.g. rewrite technical material for a non-specialist audience.	The content must be created or it may be synthesized using information from multiple sources.

Module Tracking Form: Writing

Student _____ Module 12-2 _____

Indicators	Consistent Demonstration of Skill				Not yet
	Comment	Date	Date	Date	
Writing Level 1					
Purpose and Length : Student is able to:					
Write text less than a paragraph long that is intended to organize remind or inform.					
Style and Structure: Student is able to:					
Write informally for a familiar audience, usually classmates or self.					
Write text using pre-set formats or where format is unimportant.					
Content: Student is able to:					
Write about concrete, day to day matters.					
Writing Level 2					
Purpose and Length : Student is able to:					
Write brief text that is a paragraph or longer intended for a variety of purposes (inform, explain, request information, summarize, express opinions, etc.)					
Style and Structure: Student is able to:					
Write in a more formal style for an audience other than usual familiars.					
Write in a tone appropriate to the occasion or text's purpose.					
Write using correct spelling and grammar.					

Write text for which templates or model exist. (thank you letters or bulletins)					

Content: Student is able to:

Write about routine classroom subjects or matters.					
Write text that requires making simple inferences.					

Writing Level 3

Purpose and Length : Student is able to:

Write either a longer or shorter text intended for a variety of purposes (inform, explain, request information, give directions, etc)					
Write appropriately about sensitive, personal or emotional issues.					

Style and Structure: Student is able to:

Write texts using an established and more complex format such as a resume or work contract.					
Write using structural elements such as headings, table of contents, footnotes, endnotes, bibliography, etc.					

Content: Student is able to:

Write about non-routine or uncommon subjects or topics.					
Write a report that may requires extensive content but where the information needed is easily found or readily available from established resources.					

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Teacher Signature   Date

Computer Use

A secondary focus of this module is the Essential Skill of Computer Use, a critical skill for today and tomorrow's world. This skill reflects the use of any type of computerized technology including digital and electronic tools and equipment.

In Essential Skills Methodology, computer use pertains to using any type of computerized technology. There are five levels in the Computer Use Complexity Scale. Complexity Levels 4 and 5 represent the most complex and difficult tasks. Levels 4 and 5 are associated with tasks typically related to technical occupations in the Information Technology industry (i.e., web designers, computer programmers, systems/network managers, and IT support staff.) It is expected that high school graduates will be able to demonstrate Computer Use Skills at Complexity Levels 1 and 2. (Some graduates may be able to demonstrate competency in **some** of the more advanced Computer Use Level 3 and Level 4 tasks.)

Throughout this Grade 10 Module we will be concentrating on performing, demonstrating and assessing Computer Use **Level 1, Level 2** and **some Level 3** indicators.

Level 1 describes computer use tasks that require no software knowledge. This is interpreted as some simple interaction with computer-controlled equipment such as putting a code into a bank machine or fuel pump. Level 1 **may include using e-mail or a database or other software but the task would be limited to very few simple steps.**

The major difference between Level 1 and 2 is some evidence of "software knowledge." For example *'uses a work processor to type letters"* is a task description that says nothing about the level of software use. For this to be a Level 2 task, the person using the word processor needs to be using several functions such as setting up the page, cutting and pasting, putting in bullets, formatting tables, or using spell check..

Computer Use: Indicators

Level 1 Indicators	Level 2 Indicators	Level 3 Indicators	Level 4 Indicators	Level 5 Indicators
Tasks which require only a basic interaction with computer-controlled equipment Computer use that is limited to a few basic commands with no knowledge of software required **Other Task Characteristics** Limited number of steps that can be memorized as a sequence No variation in computer use task from one instance to the other	Tasks which require the use of several simple software features Using software for a limited number of functions that make use of existing structures or standard formats **Other Task Characteristics** Software is set up by someone else and used with "default" value.	Tasks which involve several operations and the use of a wide range of software features or options **Other Task Characteristics** User may be largely responsible for setting up the software, customizing the interface and configuring the software and hardware as required. Work may be automated by the creation and /or use of macros, templates or scripts. Tasks are more varied that at level 2 and may involve some experimentation and problem-solving to achieve desired results.	Complex tasks which involve several operations and the extensive use of software functions and features. Tasks that may involve selection of software and linking of several software packages. Managing an existing computer network including routine maintenance and system management. **Other Task Characteristics** May require accessing little-used features and options of the software.	Tasks that involve assessment of technology needs, selection of appropriate computing and software solution and the evaluation of outcomes Designing, writing an customizing computer programs for specific purposes Designing and setting up new computer networks.

Module Tracking Form: Computer Use

Student _____

Indicators	Consistent Demonstration of Skill				Not yet
	Comment	Date	Date	Date	
Computer Use Level 1					
Student is able to:					
Log-in and log-out correctly.					
Enter pre-determined codes on a key pad.					
Respond to prompts on a computer screen					
Enter very simple data into a computer (no knowledge of software necessary)					
Computer Use Level 2					
Student is able to:					
Use word processor software with simple editing and formatting to text to produce a simple piece of text.					
Use work processing program to produce documents in a pre-set format.					
Send e-mail to multiple users with attachments					
Do a search on the Internet, and navigate websites to find specific information					
Computer Use Level 3					
Student is able to:					
Use a variety of software applications such as spreadsheets and databases.					

Produce word documents with extensive formatting features such as page numbers, headers and footers, heading levels, tables of contents, etc					
Use graphic software to create drawings, manipulate photographs or produce animations.					
Prepare visual aids using software such as Power Point					
Give one on one computer instruction or orientation to others.					

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       Teacher Signature   Date

Essential Skill: Oral Communication

Oral Communication primarily pertains to the use of verbal skills (speaking and listening) to exchange thoughts, ideas and information. Oral communication has four levels of complexity based on *four dimensions* of oral communication:

- **Communication function:** why and how one communicates
- **Communication content:** range and complexity of information about which one communicates
- **Communication context:** to whom and in what circumstances one communicates; predictability of context
- **Risk level:** the seriousness of the consequences if one fails to successfully communicate

Oral Communication has four complexity levels. Level 4 represents the most complex and difficult tasks associated with this skill. It is expected that high school graduates will be able to demonstrate Oral Communication skills at complexity Levels 1 and 2. (Some graduates may be able to demonstrate competency in **some** of the more advanced Oral Communication Level 3 tasks.)

Throughout this Grade 12 Module we will be concentrating on performing, demonstrating and assessing Oral Communication Level 2 and Level 3 indicators**.**

Please see the Appendix pages for a more detailed chart of Essential Skills Oral Communications Levels and indicators as taken directly from the Essential Skills web site at http://srv108.services.gc.ca/english/general/readers_guide_whole.shtml#42.

Oral Communication: Complexity Levels and Indicators[22]

Dimensions and Examples	Level 1 Indicators	Level 2 Indicators	Level 3 Indicators	Level 4 Indicators
Communication **Function**	Takes part in simple exchanges in everyday situations	Takes part in moderately demanding exchanges in everyday situations	Takes part in demanding exchanges in complex situations	Takes part in very demanding exchanges in highly complex situations
Communication **Content**	Clearly communicates/ understands content that: ▪ is simple and deals with facts; limited number of details; ▪ covers a narrow range of subject matter (familiar topic or one main issue); ▪ uses narrow range of general and content-specific vocabulary; ▪ uses language that is factual and concrete.	Clearly communicates/ understands content that: ▪ is moderately complex and deals mostly with facts but also emotions and opinions; ▪ covers a moderate range of subject matter (usually one main issue); ▪ uses a moderate range of general and context-specific vocabulary and idioms; ▪ uses language that is factual or concrete and abstract.	Participates in interactions that: ▪ deal with complex and detailed issues involving facts, concepts and opinions; ▪ cover a significant range of subject matter or issues; ▪ use language that can be conceptual and abstract; ▪ use an extensive range of general and context-specific vocabulary and idioms; ▪ require ability to organize, present and interpret ideas coherently.	Participates in interactions that: ▪ deal with very complex and detailed matters involving facts, opinions, emotions, values and controversy; ▪ cover a wide range and depth of subject matter and issues; ▪ use highly abstract, conceptual or technical language; ▪ require a high level of inference, ability to organize, present and interpret.
Communication **Context**	Communicates (speaks and listens) effectively: ▪ with one person at a time in familiar and common situations; ▪ uses an established or set format/ style to exchange information;	Communicates (speaks and listens) effectively: ▪ with one or more people at a time in mostly familiar and predictable situations; ▪ selects from and uses a moderate	Communicates (speaks and listens) effectively: ▪ with one or more people at a time in occasionally unpredictable or new situations; ▪ selects from and uses a significant	Communicates (speaks and listens) effectively: ▪ with one or more unfamiliar and/or challenging people at a time in quite unpredictable situations; ▪ selects, creatively

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[22] The chart below differs from the Essential Skills Oral Communication charts included in the module. It contains an expanded number of indicators and is taken directly from the Government of Canada's Essential Skills Web site at: http://srv108.services.gc.ca/english/general/home_e.shtml.

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	exchange is brief: 10 minutes or less; ▪ uses/comprehends simple body language (pointing, for example)	range of format/styles to present or obtain information; ▪ exchange is brief to medium duration: up to 10 - 30 minutes); ▪ uses/comprehends appropriate body language; ▪ deals with minor, everyday conflicts.	wide range of formats/styles; ▪ exchange is of medium to extended duration: 30 minutes or more ▪ uses/comprehends very effective body language; ▪ deals with conflict when necessary	uses or adapts a wide range of formats and styles to suit audience; ▪ expert in use of body language and nonverbal communication techniques; ▪ deals with significant conflict or differing points of view.
Risk Level	Low risk: failure to communicate /understand may lead to temporary confusion, embarrassment or minor inefficiencies.	Moderate risk: failure to communicate /understand may lead to loss of time, minor hazards, or one-on-one conflict that can be easily resolved	Significant risk: failure to communicate /understand may lead to significant hazards, public hostility, or loss of considerable money and time.	Critical risk: failure to communicate /understand may lead to loss of life or serious injury, serious personal consequences to speaker or her/his organization.
Sample Tasks	▪ participates in brief everyday conversations with some confidence ▪ interacts effectively with one person at a time ▪ exchanges, presents and discusses information that deals with facts ▪ uses narrow range of general vocabulary and uses set style/format ▪ gives simple greetings ▪ asks and answers routine questions to get/receive information ▪ gives and understands simple	▪ takes part in longer, moderately demanding everyday exchanges with confidence ▪ interacts effectively and frequently with several people at a time ▪ gives a short talk to a small group of known people who are non-challenging ▪ exchanges, presents and discusses information that deals with facts, emotions and opinions ▪ uses moderate range of general vocabulary and selects from and uses moderate range of	▪ takes part in demanding, extended exchanges in complex situations with confidence ▪ gives presentation to a group of people who may be unknown, may include authority figures, may be challenging ▪ exchanges, presents and discusses information that deals with detailed information involving facts, emotions and opinions ▪ uses language that is conceptual and abstract and uses wide range of styles ▪ provides or follows	▪ takes part in very demanding, very long exchanges in highly complex situations with confidence ▪ makes formal, public presentations to large groups of people using visual aids; audience may be challenging and hostile ▪ exchanges, presents and discusses information that deals with very complex and detailed information involving facts, emotions and opinions, values and controversy ▪ uses highly abstract conceptual or technical language and adapts or

	directions ■ co-ordinates work with one or two other individuals. ■ participates in routine conversations on the telephone ■ follows main ideas, identifies key words and important details by listening to brief, simple presentation on concrete and familiar subjects	format/styles ■ gives formal greetings ■ questions number of people to obtain information ■ follows or gives detailed multi-step instructions ■ co-ordinates work with several other individuals. ■ participates in formal conversations on telephone ■ follows main ideas, identifies key words and important details by listening to longer, more complex presentations on less familiar subjects	complex directions and instructions ■ persuades; resolves non-routine conflict; entertains, counsels or evaluates ■ co-ordinates work with and for others ■ participates in exchanges using audio and video teleconferencing ■ comprehends main points and details by listening to long presentations on variety of topics in moderately demanding context	creatively uses wide range of format/styles to suit audience ■ facilitates or leads groups, deals with complex problem solving, building consensus among variety of differing individuals or organizations ■ persuades; instills understanding of complex subject matter ■ conducts negotiations and mediation ■ conducts counselling, assessment and evaluation ■ competent and fluently interprets all spoken discourse; follows long complex presentations on broad variety of subject matter
Illustrative Examples	Greet people at a school event appropriately and answer basic questions about the event Receive and understand oral directions or assignments from a teacher Leave a brief message on a friend's answering machine Give visitors directions to the school office	Participate in class or school meetings, Explain/understand how to do a particular assignment or solve a particular issue Present a formal talk using visual aids Provide honest feedback to a friend or another student in a way that's sensitive to her/his feelings Settle a minor conflict by talking with and calming down a fellow	Lead informal meetings such as a team meeting to exchange information, opinions or ideas about a project Use storytelling in a workshop to help present an idea and to stimulate learning Use teleconferencing to exchange ideas and opinions with a group of students from across Canada Express ideas	Conduct interviews and focus groups for the purpose of gathering research data Chair formal, structured meeting with a variety of unknown individuals Negotiators and mediators mediate to resolve conflict and produce agreements between individuals, groups, organizations or countries

	Talk with a partner or fellow student and coordinate work and time schedules	student Train or give instructions to a junior student under her or his direction Interact with students from another school or community who are participating in the same activity and coordinate work or solve problems	concisely and simply, and make effective use of body language when interacting with people who speak other languages	
Examples	**Day Care Helpers** speak with parents to inform them of their children's activities, progress and behaviour, to answer questions and to receive information about the children's health or other issues. **Cashiers** greet customers, tell them the total of their bill and respond to their questions about products and hours of operation. **Parents or Babysitters** speak to cashiers, store clerks when purchasing items or asking about prices or hours of operation. **Community Workers** respond to telephone requests for information and assistance.	**Parents** instruct children about an activity or outing, including any safety rules they should follow. **Airport Ticket Agents** resolve conflicts concerning customer complaints, often with the help of a supervisor **Airline pilots** communicate frequently with flight crew about the status of the aircraft and its readiness for take-off. **Personal Care Attendants** talk to patients to make them comfortable, instruct them about basic self-care, explain procedures and calm them when they are **Heavy Equipment Operators** participate in group discussions at the work site concerning how to do a particular job. **Hunters** talk to other hunters to discuss hunting conditions, weather, game and equipment.	**Carpenters** interact with apprentices to provide direction and monitor their work **Hunting Guides** interact with clients to share expertise about animal tracking and impart knowledge about the area's culture and topography. **Secretaries and other Office Workers** discuss work processes and upcoming events in staff meetings. **Computer Technicians** attend meetings with colleagues and co-workers to share information about the development of web pages or software application projects.	High school teachers teach academic subjects to high school students, select the mot appropriate teaching methods, organize the subject matter, and adapt presentation styles. **Firefighters** give clear and concise verbal instructions to other firefighters, superiors and emergency responders during emergencies. **Nurses** communicate with patients and their families when patients have been diagnosed with a critical illness. **Social Workers** counsel individual clients who are struggling with personal problems such as depression, families torn by abuse and groups affected by social problems such as poverty.

Module Tracking Form: Oral Communication

Student _____ Module 12-3 _____

Indicators	Consistent Demonstration of Skill				Not yet
	Comment	Date	Date	Date	
Oral Communication Level 1					
Function: Student can take part in:					
simple exchanges in everyday situations, for example give simple greetings, ask and answer routine question to receive needed information					
can clearly communicate/understand content that:					
is simple and deals with facts; limited number of details, for example give and receive simple instructions					
covers a narrow range of subject matter (familiar topic or one main issue).					
uses a narrow range of general and context-specific vocabulary.					
uses language that is factual and concrete.					
Context: Student can communicate (speak and listen) effectively:					
with one person at a time in familiar and common situations for a brief duration of time (10 minutes or less).					
using a set format and style, for example participate in routine telephone conversations.					
using/understanding simple body language, for example smiling, nodding, making eye contact.					
Oral Communication Level 2					
Function: Student can take part in:					

moderately demanding exchanges in everyday situations (for example, exchanging detailed information, explaining).					
Content: Student can clearly communicate/understand content that:					
is moderately complex and deals mostly with facts but also emotions and opinions.					
covers a moderate range of subject matter (usually one main issue.)					
uses a moderate range of general and context-specific vocabulary and idioms.					
uses language that is factual, concrete and abstract.					
Context: Student can communicate (speak and listen) effectively:					
with one or more people at a time in mostly familiar and predictable situations for a brief to moderate length of time (10 - 30 minutes), for example give a short presentation to a group of unknown people.					
selects from and uses a moderate range of formats and styles, for example hold formal or business conversation via the telephone, give a talk using visual aids.					
uses appropriate body language and gestures (appropriate facial expressions, posture and hand gestures).					
dealing with minor, everyday conflicts/differences (settle minor conflicts by talking with and calming down another student, give honest feedback sensitively).					
Oral Communication Level 3					
Function: Student can take part in:					

demanding exchanges in complex situations, for example provides or follows complex direction; uses oral language to persuade, entertain, counsel or evaluate.					

Content: Student can clearly communicate/understand content that :

deals with complex and detailed issues involving facts, concepts and opinion.					
covers a significant range of subject matter.					
uses an extensive range of general and context-specific vocabulary.					
uses language that is conceptual and abstract.					
requires ability to organize, present and interpret ideas.					

Context: Student can communicate (speak and listen) effectively

with one or more people at a time in new situations for up to 30 minutes or more, for example leads group meetings; gives presentations to strangers.					
selecting from and using a wide range of formats/styles, for example uses storytelling or teleconferencing.					
using very effective body language, for example uses body language to effectively communicate with people who speak other languages.					
dealing with conflict when necessary					

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Essential Skill: Reading Text

There is, within the description of most Essential Skills, a Summary Section designed to describe, in a standardized way, how the skill is used in an occupational group. The Reading Text Summary contains a comprehensive list of the type of text and the purpose for reading that may be required by an occupation.

Types of Texts	Purposes of Reading
▪ ***Forms** –with at least one paragraph of text	▪ Scan for specific information/to locate information
▪ ***Labels –** with at least one paragraph of text	▪ Skim for overall meaning/to get the gist
▪ **Notes, letters, memos**	▪ Read the whole text to understand and to learn
▪ **Manuals, specifications, regulations**	▪ Read the full text to critique or to evaluate
▪ **Reports, books, journals** (includes articles and magazines)	

*Use of Forms and/or Labels that involve reading less than one paragraph of text would be considered Document Use.

More Information on Reading Text Complexity Levels

HRSDC's complexity scale for Reading Text is compatible with the five levels of difficulty in the Prose Literacy scale used in the 1994 International Adult Literacy Survey (IALS). The same Prose Literacy scale was used in the IALS and the 2003 International Adult Literacy the skills Survey (IALSS).

To find additional information about the IALS go to: http://www.statcan.gc.ca/pub/89-588-x/4152886-eng.htm

To find additional information about the IALSS go to: http://www.statcan.gc.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4406&lang=en&db=imdb&adm=8&dis=2

The Reading Text complexity Levels have also been aligned with the Canadian Language Benchmarks. To find out more information about the Canadian Language Benchmarks and Essential Skills Comparative Framework go to: http://www.itsessential.ca/itsessential/display_page.asp?page_id=207

Reading Text: Complexity Levels and Indicators

Complexity Levels	Level 1	Level 2	Level 3	Level 4	Level 5
	• read relatively short texts to locate a single piece of information • follow simple written directions	• read more complex texts to locate a single piece of information • or read simpler texts to locate multiple pieces of information • make low level inferences	• choose and integrate information from various sources • or choose and integrate information from several parts of a single text. • make low-level inferences from multiple sources. • identify relevant and irrelevant information	• integrate and synthesize information from multiple sources • or integrate and synthesize information from complex and lengthy texts • make complex inferences and use general background knowledge • evaluate quality of text	• interpret dense and complex texts • make high-level inferences and use specialized knowledge
Sample Tasks	Read and understand familiar names, words and simple sentences. Read and correctly follow simple written instructions/directions. Scan and understand a brief document such as an e-mail. Read a brief text (paragraph) to find a key piece of information.	Read aloud to someone, i.e. books, letter or newspapers. Read several short documents to find a key piece of information. Read novels, articles, stories and textbooks on various subjects. Read and understand more formal documents such as a contract for employment.	Read a longer text to learn a new task or follow more complicated directions, i.e., read and follow handbooks or manuals in order to set up a piece of equipment. Refer to several different texts to learn how to complete a task such as use equipment or technologies. Read longer documents and locate the information that is applicable to	Read a variety of books, reports and other publications critically and purposefully, for example in order to give a presentation. Refer to various reference books to look up information on a specific topic and integrate the information into an academic paper or project. Refer to journals, manuals, magazines,	Review and critique dense and complex texts, i.e., read legal contracts and agreements to see that they are complete and worded unambiguously. Read, interpret and synthesize multiple texts in a specialized field, i.e., read a wide range of academic math journals and select relevant articles to refer to when creating research plans, developing your own theories and techniques

			the task at hand.

Refer to several texts or several sections of the same text to find and select needed information to solve an unfamiliar problem.

Scan indexes, tables of contents or headings to locate information.

Refer to longer on-line text and use a key word search to find information.

Read a variety of documents or texts in order to compare information. | textbooks and reports to keep up date with advances in your profession.

Read lengthy and complex texts and evaluate the usefulness of the information found. | and searching supportive evidence for recommendations.

Read, interpret synthesize, and critique a wide range of sources, i.e., literary, historic and other texts to research and develop topical themes when preparing a lesson plan.

Read and interpret creative texts, i.e., read poetry exploring structure, imagery, complexity of language, symbolism, metaphor, etc. |
| **SampleTasks (occupations)** | **Office clerks** skim incoming mail to determine who can deal with it.

Day care helpers read notes from parents describing the medicine a child is taking or when a parent is picking up their child.

Community workers skim descriptions of social programs, community events and workshops in | **Parents** read books and stories aloud to their children to entertain them and to develop their pre-reading skills

Airport ticket handlers read company brochures and bulletins on topics such as new fares and cargo charges.

Airline pilots read flight safety briefings, line reports and company memos and | **Hunting guides** read books and manuals to find information about the newest firearms and other hunting weapons.

Secretaries and office workers refer to computer manuals to learn how to perform certain functions or how to use new software packages

Day Care workers | **Parents or babysitters** refer to health or medical books, to look up the symptoms of a child's illness and determine what action they should take

Social workers read journals to expand their knowledge, incorporate it into their □ounseling practices, and to develop intervention programs

Computer | **Geologists** read and critique technical reports, research papers and journal articles written by co-workers and colleagues. Read research papers to understand the premises of the studies and to offer critiques of methodologies, findings and conclusions.

High school teachers read, interpret and critique literary, |

bulletins, brochures and local newsletters. **Carpenters** read and interpret first aid and safety reports.	directives to improve performance and learn more about general safety topics	read government guidelines and child-care policies, such as how to handle emergencies. **Carpenters** read installation manuals to follow manufacturers' installation procedures.	**technicians** read a variety of software user manuals, i.e., read sections of the Macromedia Flash User Manual to find ways of programming interactive features for a new web site. **Firefighters** read training and operations' manuals such as the International Fire Service Training Manual and fire truck operating manuals during training sessions	historic and other texts, i.e., a social studies teacher teaching a unit on the history of the North explores the themes of Inuit culture using texts as diverse as explorers' journals to books on modern Inuit carving and music.

Module Tracking Form: Reading Text

Student _____ Module 12-4 _____

Indicators	Consistent Demonstration of Skill				Not yet
	Comment	Date	Date	Date	
Reading Level 1					
Length and Purpose : Student is able to:					
Read and understand simple sentences.					
Correctly follow simple written instructions.					
Scan and understand a brief text.					
Read relatively short texts to locate a key piece of information.					
Reading Level 2					
Length and Purpose : Student is able to:					
Read a simple text to locate multiple pieces of information.					
Read several short texts to find a piece of information.					
Read a short text out loud.					
Read and understand newspaper articles or brief reports.					
Make low level inferences.					
Reading Level 3					
Length and Purpose : Student is able to:					
Read longer text (text book or manual) to find information.					

Scan headings, indexes, or tables of content to locate information.					
Read longer texts and identify relevant and irrelevant information					

_____ _____

Teacher Signature   Date

Essential Skill: Document Use

Within the Essential Skills methodology, Document Use refers to a total of 22 tasks. A worker will be required to perform only those document use tasks that apply to his/her particular occupation.

- read signs, labels or lists.

- complete forms by marking check boxes, recording numerical information or entering words, phrases, sentences or texts of a paragraph or more.

- read completed forms containing check boxes, numerical entries, phrases, addresses, sentences or texts of a paragraph or more.

- read tables, schedules and other table-like text

- create tables, schedules and other table-like text.

- enter information on tables, schedules or other table-like text.

- plot information on graphs (e.g., line, pie, bar).

- obtain specific information from graphs or charts.

- interpret information on graphs or charts.

- construct or draw graphs or charts.

- recognize common angles such as 15o, 30 o, 45 o and 90 o.

- draw, sketch or form common shapes such as circles, triangles, spheres, rectangles, squares, etc.

- interpret scale drawings (e.g., blueprints or maps).

- make measurements from scale drawings.

- draw to scale

- read assembly drawings (e.g., those found in service and parts manuals).

- create assembly drawings.

- read schematic drawings (e.g., electrical schematics).

- create schematic drawings.

- make sketches.

- obtain information from sketches, pictures or icons (e.g., computer toolbars).

- interpret X-rays.

Document Use: Indicators

Dimension	Level 1	Level 2	Level 3	Level 4	Level 5
Complexity of the Document	Document (s) is very simple. Brief text combined with uncomplicated structure One document and only one type of document	Document is simple. Multiple piece of information (ex., simple tables) One document or multiple documents of the same type	Document is somewhat complex. Multiple pieces of information organized in sections with subheadings or subparts May be multiple simple documents which may include more than one document type (pie chart and bar graph) May be specialized document types (need to be familiar with the document type in order to interpret information)	Document is complex. Multiple pieces of information organized in multiple sections with one additional component such as colour coding. Multiple documents and multiple types Specialized document types (familiarity with the document is required for interpretation)	Document is complex. Multiple pieces of information organized in multiple sections with two or more addition components Multiple documents and multiple types Specialize documents (familiarity with the document is required for interpretation)
Complexity of Finding and Entering Information	**Information Search** • Limited search using key word, numbers, icons, or other visuals **Information Entry** • Entering few pieces of information **Thinking Process** • Minimal inference is required.	**Information Search** • Locating one or more pieces of information. • Using one or two search criteria (use headings to find information) • Consecutive searches with the some one or two search criteria **Information**	**Information Search** • Locating one or more pieces of information • using multiple search criteria • or using results of one search in a subsequent search **Information Entry** • Entering	**Information Search** • Locating multiple pieces of information • Using multiple search criteria which may have to be developed by user • Or using results of one search in subsequent search	**Information Search** • Locating multiple of information • Using multiple search criteria • Or using results of one search in a subsequent search **Information Entry** • Entering multiple

	Information found or entered is a literal match • Information needed is obvious and immediate	**Entry** • Entering several pieces of information **Thinking Process** • Low level of inference required • Information found or entered is synonymous match to information required • Information needed is fairly evident	multiple pieces of information **Thinking Process** • Moderate degree of inference is required • Match between information found or entered and information required may be ambiguous	**Information Entry** • Entering multiple pieces of information **Thinking Process** • Considerable inference required • Match between information found or entered and information required is ambiguous • One of more distracters hinder finding and/or entering correct information • Information needed may be mentally restructured into categories devised by user	pieces of information **Thinking Process** • High level of inference is required • Match between information found or entered and information required is ambiguous • Multiple distracters may hinder finding and/ or entering correct information • Information needed is mentally restructured into categories devised by user
Complexity of Information Use	**No knowledge of content of document is required to use information** **No analysis is required**	**Limited knowledge of content may be required to use information** **Limited analysis required** • Information found may be rearranged to make simple comparisons • Information available may be	**Some knowledge of content is required to use information** **Some analysis required is involving selection and integration of information** • Information found must be integrated • Information	**Specialized knowledge of content may be required** **Multiple pieces of information from multiple sources are synthesized and may be evaluated.**	**Specialized knowledge of the content is required** **Information is evaluated to make judgments of quality based on criteria and/or to draw conclusions.**

		rearranged for entry onto document.	must be combined for entry onto document.		
Sample Tasks	Find or enter information using a list. Use a simple aphetically directory or list such as a telephone directory to find a number. Read labels such as on a can of food. Recognize common symbols or icons. Recognize common geographic shapes or angles. Correctly fill-in simple forms such an attendance form or school related forms.	Use maps and map legends. Read and enter information into a calendar. Read and use recipes. Follow instructions written in point form. Correctly fill in more detailed forms such as a job application form. Read and use tables, such as tables to convert Metric measures to Imperial measures Read and use equipment gauges or clocks. Read and use information from a variety of charts or graphs Enter or log information into computerized forms.	Read and interpret blueprints to get dimensions Plot information on a graph Read and work from scale drawings to make measurements. Construct or create charts or drawings Use and interpret assembly drawings and directions to assemble something. Read angle from a compass. Complete detailed forms such as accident report forms. Read and interpret data obtained from surveys.	Interpret blueprints, with a high degree of accuracy, to verify measurements, and report mistakes or omissions. Study a variety of maps, such as topographical and seismic hazard maps. Locate data in lists and tables, such as scan long lists of software codes to identify errors. Locate topographical features in as aerial photographs and satellite images. Complete detailed planning documents such as yearly course plans. Search musical scores to find pieces with the right melodies and rhythms.	Study sets of drawings and schematics for details where background knowledge is required to integrate information and read drafting conventions, symbols and abbreviations. Teach students to search, enter data and analyze variety of complex documents central to subject areas.
Sample Tasks (occupations)	**Office clerks** look up phone numbers and addresses in phone books and office directories.	**Parents** read recipes to prepare snacks and meals. **Airport ticket handlers** read	**Hunting guides** complete hunt reports. **Secretaries and office**	**Computer technicians** consult and synthesize information from a variety of technical	**High school teachers** teach students to search, enter data and analyze a variety of

	Day care helpers read lists, such as emergency contact lists and kitchen recycling lists. **Carpenters** use time cards to record work hours and times for payroll.	load sheets which indicate how much the cargo weighs, where the baggage should be loaded and what the cargo contains. **Airline pilots** read pre-start forms that list aircraft systems and instruments to be checked during restarts.	**workers** obtain information from graphs and charts in financial reports and modify them to create updated reports. **Day Care workers** complete accident report forms when accidents occur. **Carpenters** make sketches of drawings or plans to use on job sites. **Firefighter**s review maps and plans of buildings, facilities and vehicles to ensure they show the locations of emergency equipment, meet fire code regulations. **Truck drivers** refer to assembly drawings for air brakes when studying for licensing exams.	documents to develop software applications. **Web designers** analyze the design of web pages to identify design elements and evaluate visual appeal. **Airline pilots** read information from cockpit instruments and graphical user interfaces such as the flight management system head's up display (HUD.)	complex documents central to your subject areas. **Land surveyors** examine survey plans to confirm the placement or retracement of boundary lines.

Module Tracking Form: Document Use

Student _____ Module 12-4 _____

Indicators	Consistent Demonstration of Skill				Not yet
	Comment	Date	Date	Date	
Document Use Level 1 - refers to: ▪ **Simple document** ▪ **Limited search using …icons, or other visual clues** ▪ **Enter few pieces of info** ▪ **Minimal inference required** ▪ **Information needed is obvious** ▪ **No knowledge of content required or no analysis required**					
Student is able to:					
Identify common symbols or icons.					
Interpret and use simple drawings, pictures or graphics.					
Find and/or enter information in very simple documents such as a check list.					
Correctly fill-in a simple form combining brief text with simple structure.					
Document Use Level 2 – refers to: ▪ **Simple documents** ▪ **Limited search requiring location of one or two pieces of info in document** ▪ **Entering several piece of info** ▪ **Low level of inference required** ▪ **Info needed is fairly evident** ▪ **Limited knowledge of content or limited analysis required**					
Student is able to:					
Find multiple pieces of information in a simple document, such as read and use a recipe.					
Enter several pieces of information into a simple document.					

Read and use information from one part of a document to fill in another part of a document.					

_____

_____

Teacher Signature   Date

Collaborative Group Work

Working together to complete a task is one of the *Inuit Qaujimajatuqangit* principles and one of our cross-curricular competencies. Being able to work with others is also a trait much valued in most workplaces. If students are not familiar with working in groups, it may be necessary to spend time at the beginning of the year doing group-building activities. Some ideas for such ideas follow. Drama texts also provide ideas for activities that are useful for group building.

Life Puzzle[23]

This "Life Puzzle" game is designed to show you how co-operation works in practice.

Before you can understand the value of co-operation and are able to co-operate successfully, you must

     a) find out what task must be completed, that is, what you are trying to achieve
     b) determine how you can help to complete the task or achieve the goal
     c) find out what others might contribute;
     d) decide how you accept help from them.

Divide yourselves into five groups of six with one student acting as an observer to group activities. Five students will participate in the action. Your instructor will give each group a large envelope for each member of the group and an observation sheet for the observer. Only the observer may look at this sheet. Keep the envelopes closed until you understand the rules to be observed. These rules must be strictly observed or you will defeat the purpose of the experiment.

Life Puzzle Game Rules

1. The time limit is 10 minutes.
2. You will open your individual envelopes on a signal.
3. You are to exchange puzzle pieces with each other (within your own group of five) until each of you has made an identical cardboard square 15cm x 15cm.
4. You may not ask for, or signal for, any piece held by any other member of your group. If you need a piece you must wait until it is freely given to you.
5. You may volunteer any piece you have to any other member of you group at any time. You may not ask for anything in return.
6. You must work in total silence (that also means no body language) until your group has completed 5 identical squares 15cm x 15cm.
7. After the game, the observer will record his observations and the participants will receive individual game process sheets (I am still trying to locate this sheet; someone has borrowed our book.). Each group individually will analyze its behaviour with the observers. Then, the responses t the questions will be

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[23] Puzzle developed by S. Boxer and D. Common, taken from Joining Together: Group Theory and Group Skills by David W. Johnson and Frank P. Johnson.

discussed with the large group, so similarities and differences among groups behaviours can be analyzed.

Directions for Making the Squares for the Life Puzzle

You need a set of five envelopes containing pieces of cardboard (or Bristol board) that have been cut in different patterns and that, when properly arranged with pieces from some of the other four envelopes, will form five squares of equal size. One set should be provided for each five-member group.

To prepare a set, cut out five cardboard squares of equal size, approximately 15cm by 15cm. Place the squares in a row and mark them as below, penciling the letters from *a* to *j* lightly so they can later be erased.

The lines should be so drawn that when cut out, all pieces marked *a* will be of exactly the same size, the pieces marked *c* will be of the same size, and the pieces marked *f* will be of the same size. By using multiples of 7.5cm, several combinations will be possible that will enable participants to form one or two squares, but only one combination is possible that will form five squares 15cm by 15cm.

After drawing the lines of the 15cm by 15cm squares and labelling them with the lowercase letters, cut each square as marked into smaller pieces to make the parts of the puzzle.

Mark each of five envelopes A, B, C, D, and E. Distribute the cardboard pieces in the five envelopes as follows:

        Envelope A has pieces i, *h, e.*
        Envelope B has pieces *a, a, a, c.*
        Envelope C has pieces *a, j.*
        Envelope D has pieces *d, f.*
        Envelope E has pieces *g, b, f, c.*

Erase the penciled lowercase letter from each piece and write on it, instead, its appropriate envelope letter. This relabelling will make it easy to return the pieces to the proper envelope for later use when a group has completed the task.

Uqausiliriniq: Communication 10-11-12 – Teacher's Handbook, 2011
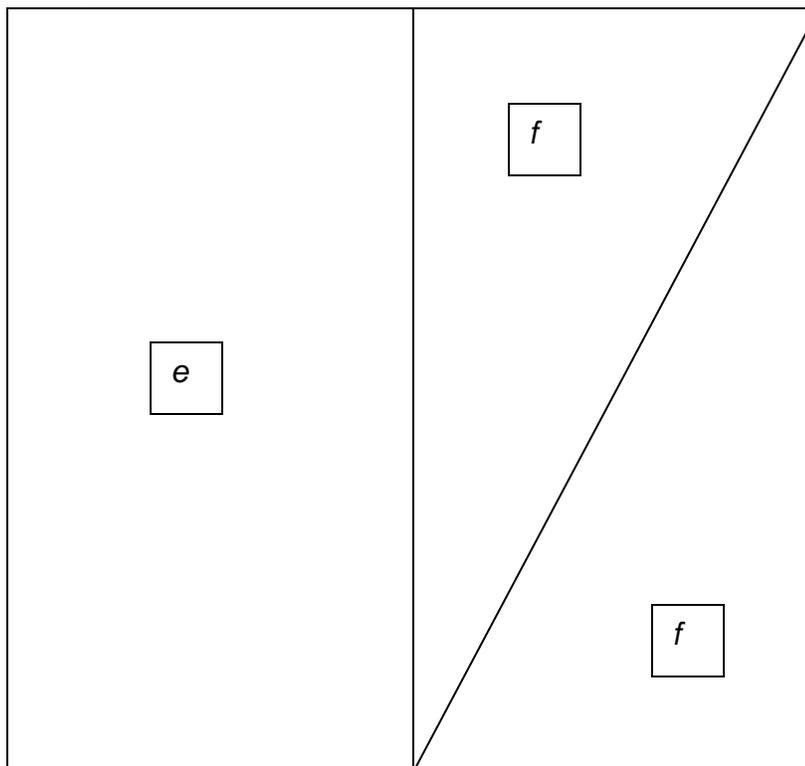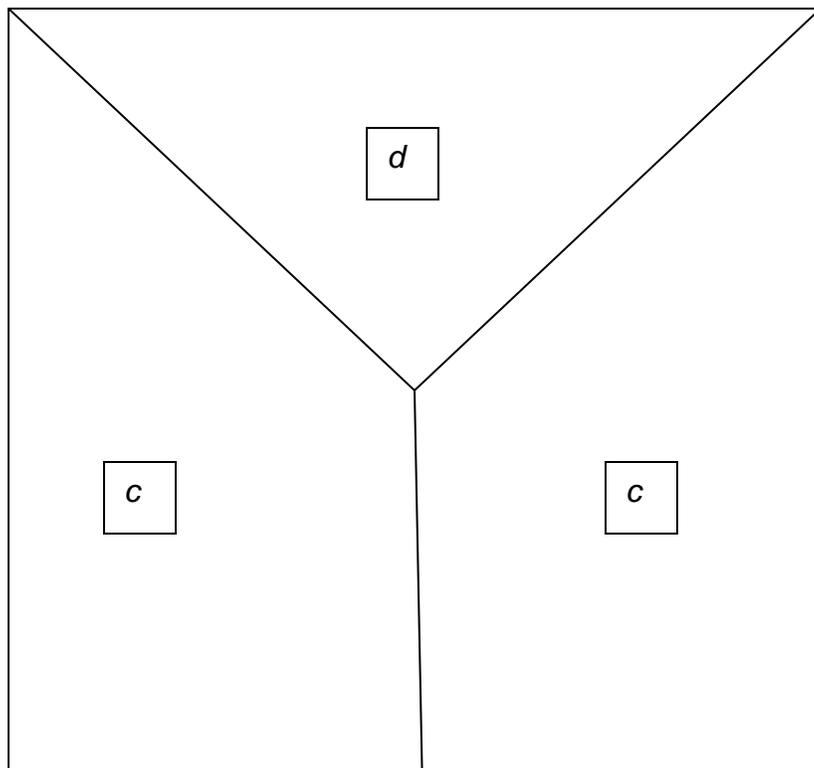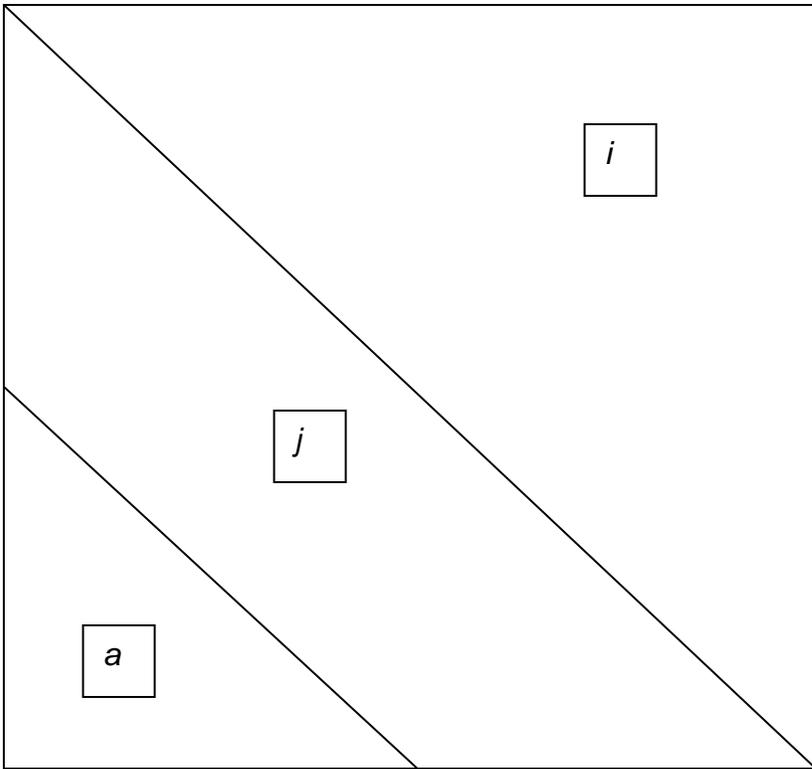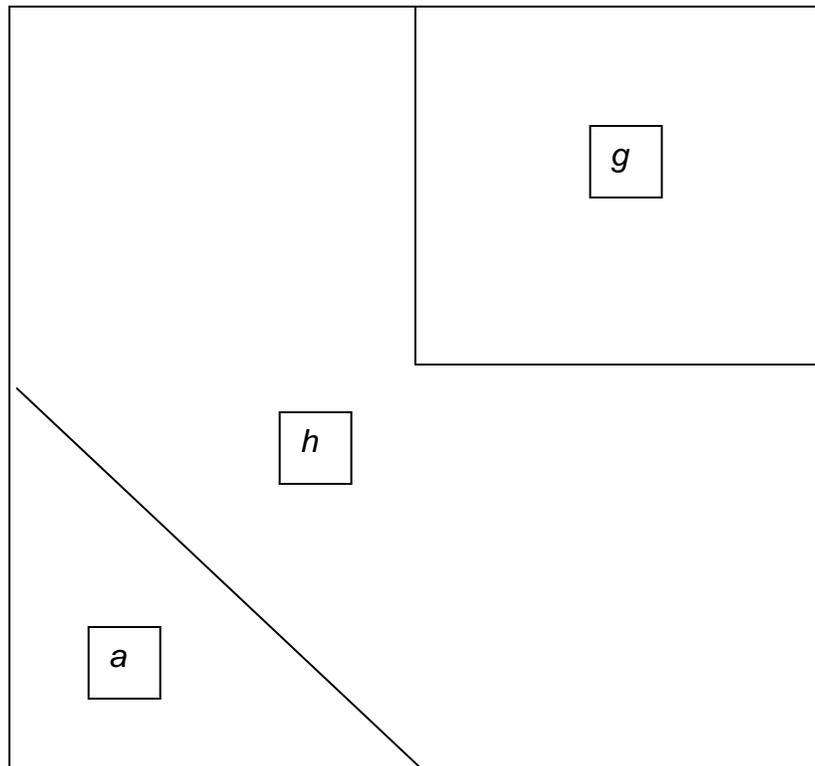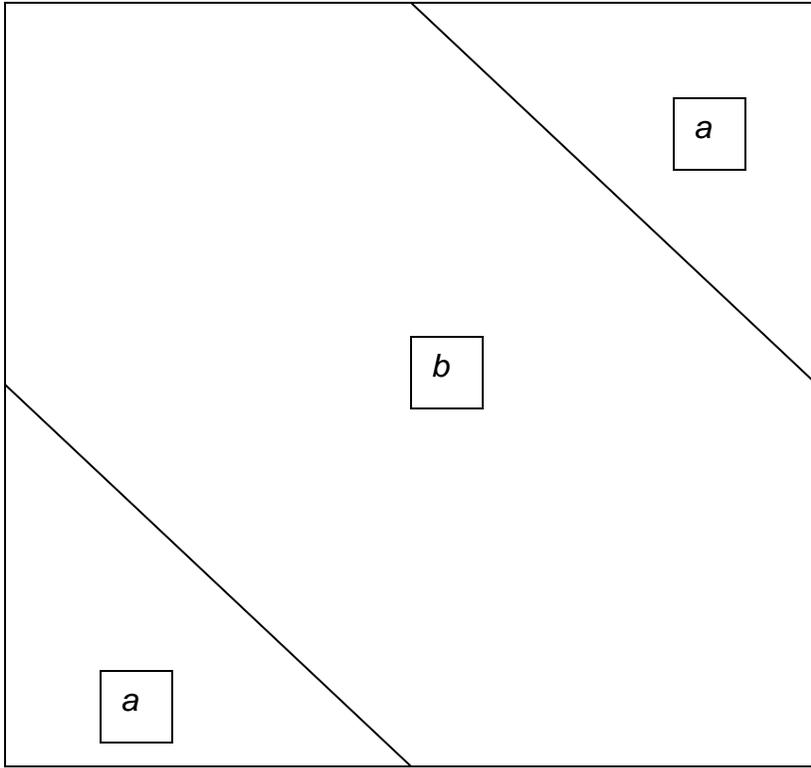
Instructions for Observers

Your job is part observer, part recorder, and part rule enforcer. Do your best to enforce strictly the rules on the instruction sheet for participants. Then as accurately as possible, record and observe the items listed below. The information you record will be used to help discuss the results of the exercise.

1. Did the group complete the task?   Yes _____   No _____

2. How long did it take the group to complete the task? ___ minutes ___ seconds

3.

Number of times a group member took a puzzle piece from another member	Number of times a group member gave a puzzle piece to another member

4. Number of members who finished their square and then divorced themselves from the struggles of the rest of the group? _____

5. Were there any critical turning points at which cooperation or competition increased?

    _____
    _____
    _____
    _____

6. What behaviours in the group show cooperativeness or competitiveness?

    _____
    _____
    _____
    _____
    _____
    _____

For pilot teachers: Is this team-building activity enough here? I was thinking of Kim's comments about her students needing to do the airplane activity to realize the importance of working in groups. We have now used the airplane activity in one of the units. I thought this could replace it.

Tips *for* Teachers *from* Teachers

This section will contain practical information that should assist you in your efforts to teach this course. We hope it is helpful. Teachers have individual teaching styles, but it is important to recognize that what may have worked for you and your students in other places, might not work in your Nunavut classroom. Here are some concrete suggestions to help with this course.

- Be prepared. There are a variety of resources you will need to teach this course. Make sure your school has all of the items listed in the introduction to each module. There is nothing more frustrating than planning a lesson that needs a tape recorder only to find your school doesn't have one.
- Review the materials section of each unit well ahead of teaching the unit. Sometimes it is necessary to have access to a telephone or computers. Plan for alternatives if this access is not available. Note when different settings are required, for example, when community visits are necessary, when student-teacher conferences are necessary, or when students need to be working with younger students.
- Routine and structure are very important in the classroom. Do this by having an agenda on the board; this helps students to know what is expected of them during that timeframe. Try using icons for regular and frequent activities
- it is important, especially when group work is involved, that students understand the necessity of being on time. You might want to have an attendance draw or some other kind of recognition for attendance and punctuality. This is a skill they almost certainly need regardless of their pathway after graduation.
- Celebrate your successes. When students have completed a unit or an activity in a positive and timely manner, you might want to recognize their achievement as a whole class by doing something they enjoy.
- Ice breakers are a great way to engage the students in your class and work well as Openers. For great ideas, see Appendix 1??? , take the icebreakers from EL2 ??? and Aulajaaqtut and website from Susanne???
- One of the challenges you will face is getting your students to work in groups. For many students, group work is totally unfamiliar. Often students are so used to doing worksheets and individual work that they are unsure how a group is supposed to work. We suggest you take time to review group dynamics and the different roles people play in a group before you actually group the students. It will take practice. See Appendix 2 for an article on group dynamics, Tribes. If attendance is an issue for your students, this will make group work more challenging. As you get to know your students, you may have to rearrange your groups to accommodate different learning and working styles as well as attendance issues. Be aware that students are often hesitant to work with members of the opposite sex; this may be overcome if you are able to learn the reasons for the reluctance. Be persistent; group work is a skill that students need to learn and it is going to take practice and patience. Don't give up! See EL2 appendix 4-42-4-48

- You may find that shyness is an issue in your classroom; some of this could be cultural and some of it is being faced with something unfamiliar and risky. It is important to respect students' comfort level and challenge them gradually. For example, if there are shy students in your class, it often helps to sit them with someone they trust. Taking small steps, you can get these students to interact with members of a larger group. Another suggestion would be to have groups brainstorm on chart paper and present together even if it means they just stand there and hold the paper the first time.
- You need to remember that in many cases the important thing is that the student is attending and trying, even if the work does not meet your expectations. The curriculum may have to be adapted to fit your group; if something is not working, you need to find a way to change it or move on to the next activity. Remember the good news is that the student is present. When students leave our system, we are no longer able to support their learning or influence their decisions.
- It is common for teachers to try to impose their expectations on their students and then become frustrated when those expectations are not met. It is important to remember each student is an individual with individual needs and expectations of you and the class.
- Be aware of language issues. Many of your students may be learning in a second language while others may have learned a dialect of English different from your own. It is important to model standard English, but to be cognizant of the fact that standard English is not a necessary part of oral communication.
- Above all, be positive, recognize the things your students can do, not the things they can't. Focus on what your students can do and be aware that they can do many things that may not manifest themselves in the classroom.

Feedback Fax

To: English Language Arts Coordinator
        Curriculum and School Services
        Department of Education
        Arviat
        (867) 857-3090

Date: _____

From: _____

Re: Communications (English) 10-11-12

This is feedback for the *Communications (English) 10-11-12 Handbook.*

What was helpful to you in this module?

What did you find was unnecessary information?

What needs more detail?

Did you see any mistakes that we need to correct?

Is there anything that you would like to contribute to this module? (for example, teaching ideas, assessment ideas, samples of student work, resources)

Is there something that we can do to make this module more useful for you?