



Goals, Growth, and Grit: Skills for Success 120

April 2017

Acknowledgments

The Department of Education and Early Childhood Development of New Brunswick gratefully acknowledges the contributions of the following groups and individuals toward the development of the New Brunswick Goals, Growth, and Grit: Skills for Success 120 Curriculum Document:

- Claudia Babineau
- Kimberly Bauer
- Heather Dixon
- Heather Gunn
- Denise LaBrie (PETL)
- Cheryl Miles
- Kathy Prosser
- Bruce Ryan
- Julie Schell
- Joceline Young

Table of Contents

Acknowledgments.....	i
1. Introduction.....	1
1.1 Mission and Vision of Educational System.....	1
1.2 Atlantic Canada Essential Graduation Competencies (Draft, 2015).....	1
2. Pedagogical Components.....	3
2.1 Pedagogical Guidelines.....	3
Diverse Cultural Perspectives.....	3
Universal Design for Learning.....	3
English as an Additional Language-Curriculum.....	5
2.2 Pedagogical Guidelines.....	5
Assessment.....	5
Cross-Curricular Literacy.....	6
3. Subject Specific Guidelines.....	7
3.1 Rationale.....	7
3.2 Course Description.....	7
3.3 Curriculum Organizers and Outcomes.....	7
Curriculum Organizers.....	7
Outcomes.....	7
4. Curriculum Outcomes.....	9
5. Bibliography.....	22
Common Content.....	22
Subject Specific.....	22
6. Appendices.....	23
Universal Design for Learning (UDL).....	23

1. Introduction

1.1 Mission and Vision of Educational System

The New Brunswick Department of Education and Early Childhood Development is dedicated to providing quality public education where all students have a chance to achieve their academic best. The mission statement for New Brunswick schools is:

“To have each student develop the attributes needed to be a lifelong learner, to achieve personal fulfillment and to contribute to a productive, just and democratic society.”

1.2 Atlantic Canada Essential Graduation Competencies (Draft, 2015)

Essential Graduation Competencies provide a consistent vision for the development of a coherent and relevant curriculum. The Essential Graduation Learnings statements offer students clear goals and a powerful rationale for school work. They help ensure that provincial education systems’ missions are met by design and intention. The Essential Graduation Learnings statements are supported by curriculum outcomes.

Essential Graduation Competencies are statements describing the knowledge, skills and attitudes expected of all students who graduate high school. Achievement of the Essential Graduation Competencies prepares students to continue to learn throughout their lives. These Learnings describe expectations not in terms of individual school subjects but in terms of knowledge, skills and attitudes developed throughout the curriculum. They confirm that students need to make connections and develop abilities across subject boundaries if they are to be ready to meet the shifting and ongoing demands of life, work and study today and in the future.

Creativity and Innovation	<i>Learners are expected to engage in creative processes, to make unforeseen connections, and to generate new and dynamic ideas, techniques and products. They value aesthetic expression and appreciate the creative and innovative works of others.</i>
Citizenship	<i>Learners are expected to act responsibly and contribute positively to the quality and sustainability of their environment, communities and society. They assess the social, cultural, economic and environmental interconnectedness and act as stewards in a local, national and global context.</i>
Communication	<i>Learners are expected to express themselves effectively through a variety of media. They listen, view and read for information and enjoyment.</i>

Personal and Career Development *Learners are expected to become self-aware and self-directed individuals who set goals, make thoughtful decisions regarding learning, health and wellness, career pathways, and take responsibility for pursuing their goals throughout life.*

Critical Thinking *Learners are expected to analyze and evaluate ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.*

Technology Fluency *Learners are expected to use and apply technology to collaborate, communicate, create, innovate, and solve problems. They use technology in a legal, safe, and ethically responsible manner to support and enhance learning, career and personal goals.*

2. Pedagogical Components

2.1 Pedagogical Guidelines

Diverse Cultural Perspectives

It is important for teachers to recognize and honour the variety of cultures and experiences from which students are approaching their education and the world. It is also important for teachers to recognize their own biases and be careful not to assume levels of physical, social or academic competencies based on gender, culture, or socio-economic status.

Each student's culture will be unique, influenced by their community and family values, beliefs, and ways of viewing the world. Traditional aboriginal culture views the world in a much more holistic way than the dominant culture. Disciplines are taught as connected to one another in a practical context, and learning takes place through active participation, oral communication and experiences. Immigrant students may also be a source of alternate world views and cultural understandings. Cultural variation may arise from the differences between urban, rural and isolated communities. It may also arise from the different value that families may place on academics or athletics, books or media, theoretical or practical skills, or on community and church. Variety of teaching and assessment strategies to build on this diversity will provide an opportunity to enrich learning experiences for all students.

Universal Design for Learning

Universal Design for Learning is a “framework for guiding educational practice that provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged. It also “...reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.” (CAST, 2011).

In an effort to build on the established practice of differentiation in education, the Department of Education and Early Childhood Development supports *Universal Design for Learning* for all students. New Brunswick curricula are created with universal design for learning principles in mind. Outcomes are written so that students may access and represent their learning in a variety of ways, through a variety of modes. Three tenets of universal design inform the design of this curriculum. Teachers are encouraged to follow these principles as they plan and evaluate learning experiences for their students:

- **Multiple means of representation:** provide diverse learners with a variety of options to acquire information and knowledge
- **Multiple means of action and expression:** provide learners with a variety of options to demonstrating what they know
- **Multiple means of engagement:** tap into learners' interests, offer appropriate challenges, and increase motivation

For further information on *Universal Design for Learning*, view online information at the [CAST website](#), download the [UDL reference handout](#), or refer to the appendices section of this document.

UDL is neither a curriculum nor a checklist. If it were either one of those things, it would oversimplify the act and professionalism of teaching. As an educator, you have taken courses in pedagogy, classroom management, and theory. You have a collection of tools, resources, and strategies you have learned recently or over the years. The structure of UDL guides you to actively, attentively, and purposely pull from that collection. It also asks you to think differently. The Difference: UDL is a framework, versus a curriculum, and teachers are in full control of designing the learning environment and lessons (p. 4, *Design and Deliver*).

Loui Lord Nelson (2014) *suggests* the following reflective questions to support planning (p. 134):

When I plan my lessons do I:

- *Have a clear goal?*
- *Know how I am going to measure whether students have met the goal?*
- *Create activities and assignments that guide students toward the lesson goal?*
- *Create lessons and activities designed with options mentioned under the three principles of Engagement, Representation and Action and Expression?*
- *Create assessments directly related to the lesson's goal?*
- *Create assessments designed with the options listed under Action and Expression?*
- *Use a variety of tools and resources to create my lesson plans?*

Nelson makes the following recommendation:

Start small. Choose one focus within the framework. Choose one focus within your practice. Enlist the involvement of other teachers, and talk with each other about your experiences. Trade suggestions. Share experiences. Share successes. Watch for change. (p. 136)

The curriculum has been created to support diverse learning environments. The sample lesson plans reflect the needs of all learners. Specific examples to support Universal Design for Learning for this curriculum can be found in the appendices. The **Planning for All Learners Framework** will guide and inspire daily planning.

English as an Additional Language-Curriculum

As the only official bilingual province, New Brunswick offers English and/or French education through our public education system. To support newcomers to the province of New Brunswick, the N.B. Department of Education and Early Childhood Development (EECD) provides leadership to educators from K-12 and to many stakeholders. English language learners have opportunities to receive a range of instructional support to improve their English language proficiency through an inclusive learning environment. NB EECD, in partnership with the educational and wider communities, offers a solid, quality education to families with school-aged children.

2.2 Pedagogical Guidelines

Assessment

Assessment is the systematic gathering of information about what students know and are able to do. Student performance is assessed using the information collected during the evaluation process. Teachers use their professional skills, insight, knowledge, and specific criteria that they establish to make judgments about student performance in relation to learning outcomes. Students are also encouraged to monitor their own progress through self-assessment strategies such as goal setting and rubrics.

Research indicates that students benefit most when assessment is regular and ongoing and is used in the promotion of learning. This is often referred to as formative assessment. Evaluation is less effective if it is simply used at the end of a period of learning to determine a mark (summative evaluation).

Summative evaluation is usually required in the form of an overall mark for a course of study, and rubrics are recommended for this task. A portfolio, rather than an exam, is the preferred method of gathering a final evaluation. Sample rubric templates are referenced in this document; although teachers may have alternative measures they will apply to evaluate student progress.

Some examples of current assessment practices include:

- Questioning
- Observation
- Conferences
- Demonstrations
- Projects and Investigations
- Checklists/Rubrics
- Responses to texts/activities
- Reflective Journals

- Presentations
- Role plays
- Technology Applications
- Self and peer assessment
- Career Portfolios
- Projects and Investigations

For further reading in the area of assessment and evaluation, refer to the Department of Education and Early Childhood Development's Framework for Provincial Assessments.

Cross-Curricular Literacy

Literacy occurs across learning contexts and within all subject areas. Opportunities to speak and listen, read and view, and write and represent are present every day, both in and out of school. All New Brunswick curricula include references to literacy practices. Materials are available to embed explicit strategies for building comprehension and to help teachers strengthen their students' reading skills.

Key documents that highlight specific cross- curricular strategies include: [K-2 Literacy Look Fors](#), [3-5 Literacy Look Fors](#), [Cross-Curricular Look Fors](#) (Grades 6-12) and [Cross-Curricular Reading Tools](#). These documents describe learning environments and key strategies that support cross-curricular literacy practices.

3. Subject Specific Guidelines

3.1 Rationale

Research has identified key factors that impact student success. These challenges are not specific to any one subject area, but affect all learning opportunities and life demands. Reading and communication skills as well as self-regulation strategies impact success in school and life. Goals, Growth, and Grit: Skills for Success 120 is an elective course for students who intend to continue formal education in a post-secondary institution and for whom explicit and direct instruction with these key skills and strategies will build capacity to realize potential.

3.2 Course Description

Goals, Growth, and Grit: Skills for Success 120 will provide students with skills in three main areas - positive and productive mindsets and behaviours, organizational patterns, as well as functional and critical literacy.

Within the broad learning expectations of the course, specific success skills, strategies, and practices will be explored. Students will be supported to apply and transfer these skills, strategies, and practices to other courses and real-life situations. Students will learn how these support postgraduate pursuits.

3.3 Curriculum Organizers and Outcomes

Curriculum Organizers

Outcomes

The New Brunswick Curriculum is stated in terms of general curriculum outcomes, specific curriculum outcomes and achievement indicators.

General Curriculum Outcomes (GCO) are overarching statements about what students are expected to learn in each strand/sub-strand. The general curriculum outcome for each strand/sub-strand is the same throughout the grades.

Specific Curriculum Outcomes (SCO) are statements that identify specific concepts and related skills underpinned by the understanding and knowledge attained by students as required for a given grade.

General Curriculum Outcomes
GCO 1. Students will demonstrate habits and behaviours that enhance success in educational and life situations.
GCO 2. Students will apply organizational skills to educational and life situations.
GCO 3. Students will improve communication and reading competence with texts for educational and non-educational settings.

General Curriculum Outcomes and Specific Curriculum Outcomes
GCO 1. Students will demonstrate habits and behaviours that enhance success in educational and life situations.
SCO 1.1 identify personal strengths and create a plan to focus on success
SCO 1.2 apply information about mindsets to a personal success plan
SCO 1.3 determine strategies for resilience when facing disappointment and challenge
SCO 1.4 practice techniques for managing frustration and coping with stress
GCO 2. Students will apply organizational skills to educational and life situations.
SCO 2.1 set achievable goals to improve habits and behaviours
SCO 2.2 develop time management strategies
SCO2.3 implement a set of skills and strategies for studying
SCO 2.4 collect and manage information
GCO 3. Students will improve communication and reading competence with texts for educational and non-educational settings.
SCO 3.1 apply strategies to improve vocabulary
SCO 3.2 make meaning from a variety of challenging texts
SCO 3.3 examine critically oral, visual, written and multimedia texts
SCO 3.4 communicate confidently in both oral and written forms to support their plan for success

4. Curriculum Outcomes

GCO 1: Students will demonstrate habits and behaviours that enhance success in educational and life situations.

By the end of Goals, Growth, and Grit: Skills for Success, students will:

SCO 1.1	identify personal strengths and create a plan to focus on success.	
Concepts and Content	Achievement Indicators	
<p>Explore factors that influence success. Create an individual profile that includes learning styles, interests, skills, knowledge, and abilities. Become aware of strengths and needs in order to refine strategies. Examine the characteristics associated with strengths. Identify how the characteristics associated with strengths can be used for self-improvement. Examine the ways we think and the influences that impact that process (e.g. differing perspectives, knowledge, culture, environment).</p>	<p>Students will be able to identify factors that influence success, identify strengths and see how skills, knowledge, and abilities can be transferred to new settings. Students will be able to recognize where improvement is needed and have a long term plan to address this. Students will be able to demonstrate thinking processes. Students will be able to discuss thinking processes. Students will be able to recognize influences that impact thinking.</p>	
Resources		
<p>Videos: http://lsc.cornell.edu/study-skills/cornell-note-taking-system/</p>	<p>Websites: http://canadaonline.about.com/od/studyskills/ http://sass.uottawa.ca/en/mentoring/tools/note-taking https://www.livingwell.org.au/mindfulness-exercises-3/</p>	<p>Documents: http://sf-act.com/docs/resources_harris.pdf Sample Lesson Plan</p>

GCO 1: Students will demonstrate habits and behaviours that enhance success in educational and life situations.

By the end of Goals, Growth, and Grit: Skills for Success, students will:

SCO 1.2		apply information about mindsets to a personal success plan.
Concepts and Content		Achievement Indicators
<p>Explore the characteristics of fixed and growth mindset. Examine the characteristics associated with the growth mindset. Analyze how effort and persistence influence success. Assess models of success and draw conclusions about the relationship between effort, strategies and persistence, improved abilities, and the positive influence of realizing potential. Decide how the characteristics associated with a growth mindset can be used to improve personal shortcomings.</p>		<p>Students will recognize the positive impact of a growth mindset on success. Students will explain the relationship between effort, perseverance, and success. Students will identify personal mindsets. Students will recognize that mindsets can be changed.</p>
Resources		
<p>Videos: Richard St. John (preview before showing due to language) http://www.ted.com/talks/richard_st_john_s_8_secrets_of_success http://www.bing.com/videos/search?q=dweck+mindset+video&view=detail&mid=0DB8542E849CFDBA73880DB8542E849CFDBA7388&FORM=VIRE</p>	<p>Websites: http://mindsetonline.com/whatisit/themindsets/index.html http://www.mindsetworks.com/webnav/whatismindset.aspx http://www.rotman.utoronto.ca/Connect/Rotman%20MAG/Idea%20Exchange/Twitter%20-%20Carol%20Dweck.aspx</p>	<p>Documents: Dweck, Carol S. <i>Mindset: The New Psychology of Success</i>. Ballentine Books. 2016. Sample Lesson Plan</p>

Curriculum Outcomes – GCO 1: Students will demonstrate habits and behaviours that enhance success in educational and life situations.

GCO 1: Students will demonstrate habits and behaviours that enhance success in educational and life situations.

By the end of Goals, Growth, and Grit: Skills for Success, students will:

SCO 1.3	determine strategies for resilience when facing disappointment and challenge.	
Concepts and Content	Achievement Indicators	
<p>Define and explore resilience. Self-assess their own challenges then consider their strengths and weaknesses. Determine how to use strengths to overcome challenges. Explore reasons why we shut down or give up compared to reasons why we do not. Create opportunities for success by preparing for challenges.</p>	<p>Students will identify strategies to help with disappointment and challenge. Students will use various strategies to move through barriers. Students will work through disappointments. Students will accept and navigate challenges. Students will prioritize tasks/goals in order to meet with success.</p>	
Resources		
Videos:	Websites: http://lsc.cornell.edu/study-skills/	Documents: Resiliency Framework Quiz http://www.resiliency.com/free-articles-resources/the-resiliency-quiz/ Sample Lesson Plan

GCO 1:	Students will demonstrate habits and behaviours that enhance success in educational and life situations.
---------------	---

By the end of Goals, Growth, and Grit: Skills for Success, students will:

SCO 1.4	practice techniques for managing frustration and coping with stress.	
Concepts and Content	Achievement Indicators	
<p>Examine the relationship between causes (triggers) and effects (physiology, fight or flight) of frustration and stress.</p> <p>Recognize the kinds of stress (good and bad, daily, life-change, burn-out, and catastrophic).</p> <p>Explore perceptions of stress and examine personal stressors and perceptions of these pressures.</p> <p>Adopt preventative stress management behaviours through proper diet, regular exercise and sleep as well as deep breathing techniques.</p> <p>Use the “4 “As” of stress management: avoid, alter, accept, and adapt.</p> <p>Practise managing frustration and stressful experiences (prioritizing, time-management)</p>	<p>Students will recognize when I am frustrated and my signs of stress.</p> <p>Students will identify individual triggers of stress.</p> <p>Students will manage frustrations</p> <p>Students will learn to reduce stress.</p> <p>Students will make healthy choices to reduce stress.</p> <p>Students will learn how to avoid, alter, accept, or adapt in order to manage and/or cope.</p>	
Resources		
<p>Videos: http://sass.uottawa.ca/en/personal/resources</p>	<p>Websites: http://lsc.cornell.edu/time-management/</p>	<p>Documents: http://lsc.cornell.edu/wp-content/uploads/2015/10/A-Simple-Effective-Time-Management-System.pdf Willard, Christopher. <i>Mindfulness for Teen Anxiety: A Workbook for Overcoming Anxiety at Home, at School, and Everywhere Else.</i> Raincoast Books. 2014 Sample Lesson Plan</p>

GCO 2:	Students will apply organizational skills to educational and life situations.
---------------	--

By the end of Goals, Growth, and Grit: Skills for Success, students will:

SCO 2.1	set achievable goals to improve habits and behaviours.	
Concepts and Content	Achievement Indicators	
<p>Explore examples of achievable goals. Choose a measurable short-term goal. Identify steps and acknowledge possible barriers to achieve the goal. Develop a tool to monitor progress. Take steps to achieve the goal. Monitor progress and adjust as needed.</p>	<p>Students will recognize the importance of goal setting. Students will set goals in a variety of situations. Students will monitor and adjust to achieve goals.</p>	
Resources		
<p>Videos: http://www.bing.com/videos/search?q=goal+setting+university+video&view=detail&mid=FC5BE63AEDFA6AD38917FC5BE63AEDFA6AD38917&FORM=VIRE1</p>	<p>Websites: http://lsc.cornell.edu/study-skills/ http://sass.uottawa.ca/career-development-centre/en/mentoring/student-toolkits</p>	<p>Documents: Sample Lesson Plan</p>

GCO 2: Students will apply organizational skills to educational and life situations.

By the end of Goals, Growth, and Grit: Skills for Success, students will:

SCO 2.2	develop time management strategies.	
Concepts and Content	Achievement Indicators	
<p>Investigate the relationship between time management and success. Explore examples of various time management tools. Learn how to prioritize academic and personal demands. Implement a time management strategy. Monitor progress and adjust as needed.</p>	<p>Students will explain how time management is key to success. Students will employ time management tools. Students will balance academic and personal responsibilities. Students will use an effective time management strategy.</p>	
Resources		
<p>Videos: http://studentsuccess.mcmaster.ca/students/academic-skills/on-line-resources.html http://learningcommons.ubc.ca/student-toolkits/managing-your-time/</p>	<p>Websites: http://lsc.cornell.edu/time-management/ http://lsc.cornell.edu/overcoming-procrastination-2/ http://sass.uottawa.ca/career-development-centre/en/mentoring/student-toolkits</p>	<p>Documents: http://lsc.cornell.edu/wp-content/uploads/2015/10/Overcoming-Procrastination.pdf Sample Lesson Plan</p>

GCO 2: Students will apply organizational skills to educational and life situations.

By the end of Goals, Growth, and Grit: Skills for Success, students will:

SCO 2.3	implement a set of skills and strategies for studying.	
Concepts and Content	Achievement Indicators	
<p>Compare various ways to study (e.g. self-testing, information retrieval schedule, note-making). Prioritize short- and long-term study needs. Identify the elements of an effective study plan. Examine one short-term study need and develop a plan for success; apply, monitor, and adjust study plan. Develop a long-term study plan, incorporate the strategies into studying for different classes, and access support when needed.</p>	<p>Students will explain the positive implications of effective study tools. Students will develop a personal study plan. Students will implement a personal study plan for success. Students will monitor and evaluate progress, seek help, and adjust as needed.</p>	
Resources		
<p>Videos: http://learningcommons.ubc.ca/student-toolkits-2/ http://www.queensu.ca/qlc/videos/study-skills https://www.youtube.com/watch?v=khjXkzXaZA</p>	<p>Websites: http://sass.uottawa.ca/career-development-centre/en/mentoring/student-toolkits https://www.thoughtco.com/self-discipline-when-you-study-4103387</p>	<p>Documents: Sample Lesson Plan</p>

GCO 2: Students will apply organizational skills to educational and life situations.

By the end of Goals, Growth, and Grit: Skills for Success, students will:

SCO 2.4	collect and manage information.	
Concepts and Content	Achievement Indicators	
<p>Explain the types of information a student must manage (e.g. course notes, schedules, contact lists, electronic communication). Identify ways to collect and manage information. Collect: finding and navigating sources (search engines and websites, libraries, people, textbooks, pamphlets, manuals, instructions, warranties, policies, diagrams, graphs, graphic organizers, statistics, contracts). Manage: organizing tools, tabbing, favorites, color coding, charts, folders, electronic files, USBs, note-making, annotate, referencing. Choose and implement information management practices for a meaningful school or real-world purpose and context. Monitor and adjust as required.</p>	<p>Students will identify, organize, and maintain important information. Students will find relevant information using appropriate sources. Students will continue to search even when information is challenging to find. Students will search for information to help fill out a variety of forms and documents. Students will determine the information needed from the notes created.</p>	
Resources		
<p>Videos: https://sass.uottawa.ca/en/mentoring/tools/time-management</p>	<p>Websites: https://sass.uottawa.ca/en/mentoring/tools/time-management#2</p>	<p>Documents: http://www.unbc.ca/sites/default/files/assets/academic_success_centre/study_skills_support/learning_plan.pdf Sample Lesson Plan</p>

GCO 3: Students will improve communication and reading competence with texts for educational and non-educational settings.

GCO 3: Students will improve communication and reading competence with texts for educational and non-educational settings.

By the end of Goals, Growth, and Grit: Skills for Success, students will:

SCO 3.1	apply strategies to improve vocabulary.	
Concepts and Content	Achievement Indicators	
<p>Develop strategies to learn words independently including morphological strategies, etymology, the use of dictionaries and other reference works, and various ways to use context clues. Examine relationship between spelling and learning words. Develop and sustain interest in and curiosity about words. Choose strategies to build knowledge through reading and using educational websites. Examine text-specific language, both academic and technical, support language acquisition and comprehension.</p>	<p>Students will use word learning strategies -- prefix, base word, suffix and spelling patterns -- to make meaning. Students will find the main idea, use context clues and use inference to understand text. Students will mine dictionaries, thesauri, and other reference texts to explore deeper understandings. Students will build vocabulary through wide reading. Students will increase reading fluency through independent, on-going reading. Students will use technical and academic words.</p>	
Resources		
<p>Videos: http://lsc.cornell.edu/study-skills/ https://www.youtube.com/watch?v=m0iCHuLePCw http://www.bing.com/videos/search?q=video+using+a+dictionary+and+thesaurus&FORM=VIRE4#view=detail&mid=3A632E7C7250180D88003A632E7C7250180D8800</p>	<p>Websites: http://www.queensu.ca/qsoe/eap http://www.nottingham.ac.uk/alzsh3/acvocab/exercises.htm https://www.canada.ca/en/employment-social-development/programs/essential-skills.html</p>	<p>Documents: http://eyeonkids.ca/docs/files/readwritekit08.pdf http://www.unbc.ca/sites/default/files/assets/academic_success_centre/study_skills_support/learning_plan.pdf Sample Lesson Plan</p>

GCO 3: Students will improve communication and reading competence with texts for educational and non-educational settings.

GCO 3: Students will improve communication and reading competence with texts for educational and non-educational settings.

By the end of Goals, Growth, and Grit: Skills for Success, students will:

SCO 3.2	make meaning from a variety of challenging texts.	
Concepts and Content	Achievement Indicators	
<p>Examine features in a variety of challenging texts (e.g., table of contents, glossaries, diagrams, definitions, references, lay out, bold print, organization, headings, colour, font, tone, links). Determine how features inform the reader. Learn to read a text closely. Identify challenging information (e.g., statistics, graphs, legalese) to understanding and develop skills for processing the information. Practice navigating texts such as manuals, poetry, newspaper articles, web sites, bus schedules, graphs, warranties, lease agreements. Show thinking process to demonstrate metacognition. Use the following system for introducing multiple text types: Immerse students in multiple versions of the same type of text and have them search for patterns. Think aloud and interact with the text (annotate) demonstrating how you as the teacher, make meaning. Work in small groups to use the features in a text and discuss how they help you make meaning. Independently read a text and make notes to demonstrate how you are making meaning.</p>	<p>Students will apply word knowledge to challenging texts and make meaning. Students will extract important information from complex texts. Students will use the information in complex texts to their advantage. Students will demonstrate understanding of complex texts.</p>	

GCO 3: Students will improve communication and reading competence with texts for educational and non-educational settings.

Resources

Videos:

<http://lsc.cornell.edu/study-skills/>
<http://www.bing.com/videos/search?q=videos+how+to+understand+text+features&FORM=VIRE3#view=detail&mid=80056534DF59A6D5FA7B80056534DF59A6D5FA7B>

Websites:

<https://owl.english.purdue.edu/owl/resource/553/03/>

Documents:

<http://eyeonkids.ca/docs/files/readwritekit08.pdf>
[Comprehensive Comprehension](#)
[Essential Skills - Vocabulary Building Workbook](#)
(then go to Download the PDF Version)
[Sample Lesson Plan](#)

GCO 3: Students will improve communication and reading competence with texts for educational and non-educational settings.

GCO 3: Students will improve communication and reading competence with texts for educational and non-educational settings.

By the end of Goals, Growth, and Grit: Skills for Success, students will:

SCO 3.3 examine, critically, oral, visual, written and multimedia texts.

Concepts and Content	Achievement Indicators
Identify bias, tone, audience, and purpose in texts. Recognize texts as interpretations of information. Distinguish between what a text says, does and means. Reflect on what the text does and does not reveal. Evaluate techniques (e.g., camera angles, omissions of information, word choice) used to impact audience and achieve purpose. Examine a variety of texts considering purpose and audience. Analyze texts for patterns and make inferences based on evidence within the patterns.	Students will evaluate text for bias, tone, audience and purpose. Students will explain the implications of bias, motivation, tone, and purpose. Students will form decisions by thinking critically about text. Students will revise an opinion based on logic.

Resources

Videos: https://www.ted.com/talks/john_green_the_nerd_s_guide_to_learning_everything_online#t-133780	Websites: https://owl.english.purdue.edu/owl/resource/553/03/	Documents: Sample Lesson Plan
---	---	---

GCO 3: Students will improve communication and reading competence with texts for educational and non-educational settings.

GCO 3: Students will improve communication and reading competence with texts for educational and non-educational settings.

By the end of Goals, Growth, and Grit: Skills for Success, students will:

SCO 3.4	communicate confidently in both oral and written forms to support their plan for success.	
Concepts and Content	Achievement Indicators	
<p>Examine elements of sustained oral and written opinions. Examine academic (business letters, email, cover letter, scholarship essays, resume, application) and non-academic (blog posts, texts, social media, email) communication techniques. Practise varied oral communication scenarios (debates, public speaking, Socratic seminars, requesting information, relaying information, interview questions, telephone etiquette, interviewing). Write materials for personal, immediate, educational, and life purposes.</p>	<p>Students will form and express an opinion. Students will advocate for themselves in academic and non-academic situations. Students will recognize and understand audience, and will adjust language and tone accordingly. Students will communicate effectively in both written and oral format (main idea, on topic, technical language, questioning).</p>	
Resources		
<p>Videos: https://www.teachingchannel.org/videos/teaching-economics-with-debating</p>	<p>Websites: https://owl.english.purdue.edu/owl/section/1/ https://owl.english.purdue.edu/owl/resource/553/03/ https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/communicating-students/telling/effective-communication-barriers-and-strategies</p>	<p>Documents: Sample Lesson Plan</p>

5. Bibliography

Common Content

Universal Design for Learning, Center for Applied Special Technology: <http://www.cast.org/>

Essential Graduation Learnings: http://www.ednet.ns.ca/files/reports/essential_grad_learnings.pdf

<https://www.bookdepository.com/Design-Deliver-Loui-Lord-Nelson/9781598573503>

Subject Specific

Center on Alcoholism, Substance Abuse, and Addictions (CASAA). "The self-regulation questionnaire." Albuquerque, New Mexico: University of New Mexico, n.d.

Cohen, Marisa. "The importance of self-regulation for college student learning." *College Student Journal*, 2012: 892-901.

Dweck, Carol. "Mind-sets and equitable education." *Principal Leadership*, 2010: 26-29.

McQuirter Scott, Ruth. "Research monograph #27 word study instruction." The Literacy and Numeracy Secretariat, Government of Ontario, 2010.

Nagaoke, J, et al. "Readiness for college: The role of noncognitive factors and context." *Adaptation of Critical Literature Review*: Chic, Annenberg Institute for School Reform, Chicago, 2013, 45-52.

Pikulski, J.J. & Templeton, S. *Teaching and developing vocabulary: Key to long-term reading success*. Current Research in reading/ language arts, Houghton Mifflin Company, 2004.

Renzulli, S. "Using learning strategies to improve the academic performance of university students on academic probation." *NACADA Journal* 35 (1) (2015): 29 - 41.

Ricci, M. "What are mindsets, and how do they affect the classroom." In *Mindsets in the Classroom*. Waco, Texas: Prufrock Press, 2013.

Shuy, Tanya. "Self-regulated learning." *Teaching Excellence in Adult Literacy*. American Institutes for Research, 2010.

6. Appendices

Universal Design for Learning (UDL)

UDL helps meet the challenge of diversity by suggesting flexible instructional materials, techniques, and strategies that empower educators to meet these varied needs. UDL research demonstrates that the challenge of diversity can and must be met by making curriculum flexible and responsive to learner differences. UDL provides guidelines to minimize barriers and maximize learning for all.

Is there a form of assistive technology that could be used to enhance/facilitate this lesson?	General Examples	Example in your subject area
Are there materials which can appropriately challenge readers to enhance this learning?	Audiobooks, EBSCO, Worldbook Online, WikiEAL, TextCompactor.com, Rewordify.com	
Are there students in this group who cannot access this learning (PLP background) and whose needs I must revisit before teaching?	PLP information/considerations	
Are there other choices that can be provided in this learning opportunity?	Differentiation models (RAFTs...)	
Is there another/a variety of media available? Only paper-based? Can it be listening? Can I add a visual component?	Audiobooks, EBSCO, Worldbook Audio, Multit-Media	
Can movement be involved?	Quantum techniques	
Grouping and regrouping?	Cooperative learning, teams, games and tournaments	
Teacher versus non- teacher centered? Instructional design strategies –...	web based lesson, project-based, student research based	

Contracts?		
Opportunities for students to propose variations to the assignments/projects?	Tic Tac Toe	
Use of art /music / technology ?	Songs, Videos, URL, YouTube ...	
Can I use drama ? Art?	Use improvisation, skits, readers theater. Can we make something? Demonstrate understanding visually? Paint a painting?	
Is there a plan to support the student/s who might already know this subject matter? Enrichment	Triad Model	
Does the language level need to be adjusted for the student to access this learning?	Link to adjust language level of text; CEFR information... SIOP techniques for EL learners; use of alternate texts...	
Is there an independent or collaborative activity-project that would better meet the needs of one or more students?		
Are there any experts that I could bring into the classroom electronically or as a guest speaker?	Speakers list, Skype contacts, media links, television documentary, archived historical documents	
Have I linked the goal to as current event or a cultural event in the student's lives? Can I make the learning more relevant ?	Can this be applied in real life? TED talk, news item, societal trend, popular song? Can we start the unit and adjust or create it based on the students, interests or direction?	
Is there a hands-on experience that we could use to launch this lesson or this learning?		