



# **Grade 9 English Language Arts (10F)**

A Course for  
Independent Study





GRADE 9 ENGLISH  
LANGUAGE ARTS (10F)

A Course for Independent Study

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GRADE 9 ENGLISH  
LANGUAGE ARTS (10F)

Introduction



## INTRODUCTION

### A Letter to Grade 9 English Language Arts Students from the Course Writers

Welcome to the Grade 9 English Language Arts course. You are about to begin a course that will help you gain knowledge and develop skills, strategies, and attitudes to enhance your learning. You already have a firm basis on which to build and you will apply what you already know to what lies ahead in the months to come.

You may be taking this course for reasons very different from those of other students enrolled in it. Your needs, therefore, are dependent upon your situation. To ensure success in the course, you will need to make regular contact with an adult mentor of your choice (for example, a teacher, an advisor, or your tutor/marker) to help you with any difficulties you may have with course content, to participate in some of the process work, and to assist with the writing process. From time to time, you will also need to read and discuss materials with peers – people your own age. They may be friends, relatives, or others who are willing to help you. Of course, your tutor/marker is available to answer any questions you have about the lessons or assignments.

This course contains

- eight sequences, each with lessons of study sections, process work, and one or more assignments
- a Midterm Progress Test that you must write after the Sequence 4 work is completed



As you proceed, pay attention to all instructions and make sure you put all your completed work in your Resource Binder and hand in your work and assignments when instructed to do so.



If you want to go on to the next sequence before receiving your assessment of the previous sequence, please contact your tutor/marker beforehand.



At the end of Sequence 4, you will be required to write a **Midterm Progress Test**. Instructions on how to order this test are included at the end of Sequence 3 so the test will be in your hands and ready for you to write when you complete Sequence 4. This test is worth 15 percent of your overall mark for this course.

You must keep all your work in this course in order to complete Sequence 8: The Showcase Portfolio at the end of the course. Set aside a box or an expanding folder to collect all your materials for this purpose. (We suggest that you take photographs of your larger representational works.)

We have designed the course so that you will find it challenging and stimulating. When possible, we have offered choices so you have control over your learning. We expect you to bring to the course a determination and will to succeed. This means that you must be ready to do the work – it will not be easy, but it will be interesting.

You are expected to meet specific requirements of the Grade 9 English Language Arts curriculum. The more you know about the student learning outcomes identified at the beginning of each lesson and for each assignment, the more you will be able to focus on developing your English language arts knowledge, skills and strategies, and attitudes. These learning outcomes are written in student-friendly language so you can see how they apply to the work you are doing. Make sure you read the identified target learning outcomes before you begin the work for a lesson or an assignment.

As you read the course Introduction, jot down your questions and concerns. After you have completed your initial reading, telephone your tutor/marker to discuss your questions.

Are you ready? Then, let's begin.

## Questions and Answers about This Course

### How Is This Course Organized?

This Grade 9 English Language Arts course contains an Introduction and eight sequences, each of which includes lessons or sections of study with process work and one or more assignments. The focus of each section is explained below.

#### ■ **Introduction**

The Introduction, which you are reading now, provides an overview of this course by

- outlining the components and organization of the course
- explaining the main concepts and terms used throughout the course
- discussing the student learning outcomes you are expected to achieve to complete the course successfully
- explaining the assessment and evaluation process
- identifying the learning resources and materials you will need
- discussing the types of assistance you may need

#### ■ **Sequence 1: Self and Others**

In the first sequence, you will explore factors that determine how you see yourself. You will also examine how you relate to others in your life and how they influence you. Then you will have an opportunity to write as a means to express your identity (Assignment 1.1: Personal Presentation).

#### ■ **Sequence 2: The Zine**

In this sequence, you will use a variety of forms and techniques to create a personal magazine called a **zine** (Assignment 2.1: The Zine).

#### ■ **Sequence 3: Communities and Culture**

In this sequence, you will identify differences within larger groups of people, including different cultural perspectives. You will examine your own community and how the culture of that community affects your viewpoints and way of life. Creating an artifact will enable you to express this influence (Assignment 3.1: Cultural Artifact).

- **Sequence 4: The Conflicts in Our Lives**

In this sequence, you will explore the difficulties you may encounter when dealing with others. This will involve a study of conflicts at personal, group, and global levels. You will then reflect upon the problems that arise from these conflicts and offer possible solutions (Assignment 4.1: Letter to the Editor/Editorial).

- **Midterm Progress Test for the Course**

To prepare you for the Midterm Progress Test, you will complete the Midterm Progress Test Preparation Lesson found at the end of Sequence 4. Once you have completed this lesson, you can arrange to write the Midterm Progress Test (instructions are found later in this Introduction).

- **Sequence 5: The Pattern of Story**

In this sequence, you will develop an understanding of story forms, patterns, and motifs, including the characteristics of “the hero” and “the quest.” You will apply this knowledge in creating your own short story (Assignment 5.1: Short Story).

- **Sequence 6: Longer Works**

In this sequence, you will spend a sustained period of time reading a novel and an autobiography or a historical account. As you read, you will apply specific reading strategies and record your thoughts in a Response Journal (Assignment 6.1: Novel Response Journal and Story Map). You will also keep a Response Log (Assignment 6.2: Non-Fiction Response Log). You will then write an essay to demonstrate your understanding of the texts (Assignment 6.3: Essay).

- **Sequence 7: Media Literacy**

In this sequence, you will become aware of the impact of the media upon your life and their power to influence your thoughts and attitudes. You will learn about a variety of ways in which messages are presented and about how you construct meaning from them. You will then create your own media message (Assignment 7.1: Media Study).

- **Sequence 8: The Showcase Portfolio**

In this sequence, you will reflect upon your learning by examining and analyzing materials selected from your course work. You will organize the materials into what is known as a Showcase Portfolio and use this tool to determine both the success of your learning and the direction that future learning will take (Assignment 8.1: Showcase Portfolio).

## ■ Forms

The *Forms* section at the end of each sequence contains materials required for some process work. The materials include Learning Log entry sheets, maps, charts, checklists, self-assessment forms, and so on.

## ■ Appendices

There are two appendices in this course:

- **Appendix A: Maps of Learning Outcomes** provides overviews of the general and specific learning outcomes for Grade 9 English Language Arts.
- **Appendix B: Forms of Visual Representation** offers guidelines for creating several types of two-dimensional visual representational forms.

## What Course Work Will I Have to Do?

Each of the eight sequences in this course is divided into lessons or study sections that outline required work. The course work includes

- a variety of process work using the six language arts, to be completed in your Resource Binder
- 13 Learning Log entries (part of the process work or assignments)
- 10 assignments
- 16 self-assessments (an assessment of each sequence and of the assignment work completed in a sequence)
- Midterm Progress Test (written after completion of Sequence 4)

For a detailed list, see Course Work for Grade 9 English Language Arts on the following page.



Keep all your work from the lessons and sequences in a **Resource Binder**. (The Resource Binder is described later in this Introduction.) You need to collect your completed Resource Binder work, Learning Log entries, and assignments in some form of container to complete your Showcase Portfolio for Sequence 8 successfully.



At the end of each sequence, you will assess your work and fill in a checklist to ensure that you have completed all the work required for a sequence. The checklist identifies – with an asterisk (\*) and an image of a mail-in envelope (✉) – those items from your Resource Binder that you need to submit for assessment. You will need to submit all assignments to your tutor/marker.

Your tutor/marker will assess your assignment(s) according to the student learning outcomes discussed later in this Introduction.

Course Work for Grade 9 English Language Arts				
Sequence	Resource Binder	Learning Log Entries	Assignments	Self-Assessment
Introduction	Work from Introductory Lesson			
Sequence 1: Self and Others	Process Work (PW) from Lessons 1 to 8 (1.1 to 1.8)	Yourself As a Learner – Learning Log 1 (PW 1.1, Part 4)	Assignment 1.1: Personal Presentation (Parts 1 and 2)	Self-Assessment of Assignment 1.1: Personal Presentation Self-Assessment of Sequence 1
Sequence 2: The Zine	Process Work from Lessons 1 to 13 (2.1 to 2.15)	The Zine – Learning Log 1 (PW 2.1) The Zine – Learning Log 2 (PW 2.15)	Assignment 2.1: The Zine	Self-Assessment of Assignment 2.1: The Zine Self-Assessment of Sequence 2
Sequence 3: Communities and Culture	Process Work from Lessons 1 to 7 (3.1 to 3.7)	Communities and Culture – Learning Log 1 (PW 3.2) Communities and Culture – Learning Log 2 (PW 3.6) Communities and Culture – Learning Log 3 (PW 3.7) Communities and Culture – Learning Log 4 (Part of Assignment 3.1)	Assignment 3.1: Cultural Artifact (Parts 1 to 3)	Self-Assessment of Assignment 3.1: Cultural Artifact Self-Assessment of Sequence 3
Sequence 4: The Conflicts in Our Lives	Process Work from Lessons 1 to 7 (4.1 to 4.7)	The Conflicts in Our Lives – Learning Log 1 (PW 4.2) The Conflicts in Our Lives – Learning Log 2 (PW 4.4)	Assignment 4.1: Letter to the Editor/Editorial (Parts 1 to 6)	Self-Assessment of Assignment 4.1: Letter to the Editor/Editorial Self-Assessment of Sequence 4
<b>Midterm Progress Test</b>				
Sequence 5: The Pattern of Story	Process Work from Lessons 1 to 6 (5.1 to 5.6)	The Pattern of Story – Learning Log 1 (PW 5.3) The Pattern of Story – Learning Log 2 (Part of Assignment 5.1)	Assignment 5.1: Short Story (Parts 1 to 11)	Self-Assessment of Assignment 5.1: Short Story Self-Assessment of Sequence 5
Sequence 6: Longer Works	Assignments from Lessons 1 to 3		Assignment 6.1: Novel Response Journal and Story Map (Parts 1 and 2) Assignment 6.2: Non-Fiction Response Log (Parts 1 to 3) Assignment 6.3: Essay (Parts 1 to 5)	Self-Assessment of Assignment 6.1: Novel Response Journal and Story Map Self-Assessment of Assignment 6.2: Non-Fiction Response Log Self-Assessment of Assignment 6.3: Essay
Sequence 7: Media Literacy	Process Work from Lessons 1 to 9 (7.1 to 7.9)	Media Literacy – Learning Log 1 (PW 7.2) Media Literacy – Learning Log 2 (PW 7.7)	Assignment 7.1: Media Study (Parts 1 to 3)	Self-Assessment of Assignment 7.1: Media Study Self-Assessment of Sequence 7
Sequence 8: The Showcase Portfolio	Portfolio Assignment from Lessons 1 to 8		Assignment 8.1: Showcase Portfolio (Parts 1 to 8)	Portfolio Assessment Guide Self-Assessment of Assignment 8.1: Showcase Portfolio Self-Assessment of Sequence 8

At the end of Sequence 3, you are required to contact your tutor/marker to discuss your Resource Binder work, the Learning Log entries you have made to that date, and any assignments that you have worked on at that point.

All assignments must be completed in order to pass the course. If you miss an assignment, you will receive an **incomplete**.

### What Is a Midterm Progress Test?



A Midterm Progress Test is a four-hour test that you will write in two two-hour sessions after completing Sequence 4. It is designed to assess your achievement of learning outcomes you have worked on during the first four sequences. It will contain the same type of process work you have already been doing in the course. You will have a Preparation Lesson to help you get ready for the Midterm Progress Test. This test must be completed before you submit materials from Sequence 5.

### How Do I Arrange to Write the Midterm Progress Test?

Before you finish Sequence 4, you will need to make arrangements to write the Midterm Progress Test. You will write this test under the supervision of a proctor. This is how you apply to write the test:

- **If you are attending school**, ask your school's Independent Study Option (ISO) school facilitator to add your name to the ISO examination eligibility list. Do this at least three weeks prior to writing the Midterm Progress Test.
- **If you are not attending school**, check the **Examination Request Form** for options available to you. The form was mailed to you with this course. Three weeks before you are ready to write the Midterm Progress Test, fill in the Examination Request Form and mail or fax it to

ISO Registration  
555 Main Street  
Winkler MB R6W 1C4  
Fax: 204-325-1719  
Toll-Free: 1-800-465-9915

## What Is Process Work?

Many ISO courses (other than English language arts), include the term **learning activity** to describe course work that does not need to be assessed by the tutor/marker. Students complete the work, but do not submit it to their tutor/marker. Please note that this English Language Arts course uses the term **process work** to mean the same thing.

It is important to complete all **process work** carefully, because it will help you to learn and to prepare for your assignments (which you need to submit to your tutor/marker). You do not need to submit your process work to your tutor/marker (unless you need some feedback or you think that it would help your tutor/marker to assess your assignments). If you do submit some process work, your tutor/marker will give you some feedback on it or will refer to it when assessing your assignments; however, no mark will be assigned to it.

If you have any questions, please contact your tutor/marker or the ISO office at 1-800-465-9915.

## What Is a Resource Binder?



The Resource Binder in which you are expected to assemble your completed work may consist of a three-ring binder or a folder with flexible metal fasteners and plenty of loose-leaf paper.

Prepare the first page of your Resource Binder as a title page that includes the following information:

- course title and designation:  
*Grade 9 English Language Arts (10F): A Course for Independent Study*
- your name
- your mailing address
- your telephone and fax numbers and your email address
- your adult mentor's name, address, and telephone number
- the date you began the course
- the date you plan to complete the course
- the actual date you completed the course (to be filled in on the completion date)

Separate each of the eight sequences of study in the Resource Binder with a divider page. On the divider page, write the sequence number and title.

## What Is a Portfolio?

Basically, a **portfolio** is a collection of texts and artifacts, used to demonstrate abilities and achievements. Visual artists have traditionally used portfolios to show examples of their work in a portable form when looking for employment or exhibition opportunities. In more recent years, portfolios have been used extensively in schools and in workplaces to show audiences such as teachers, parents, and potential employers the capabilities, accomplishments, and special talents of people.

## What Is Involved in Preparing My Final Showcase Portfolio?

You will need to save and date all the work you do throughout the course for possible inclusion in Assignment 8.1: Showcase Portfolio. Sequence 8 will guide you through the process of assembling the material you choose to include. The more work you do throughout the course, the more you will have to choose from to demonstrate the learning you have accomplished (and the more enjoyment you will get from the course). You will submit assignments to be assessed by your tutor/marker at the end of every sequence. The marked assignments will be returned to you. You may need to set aside some sort of storage container, such as a box, drawer, accordion file, or filing cabinet, to store the work you are saving, as it may not all fit in your Resource Binder, particularly as you near the end of the course.

## What Terms and Concepts Do I Need to Know in This Course?

Before you begin the course, you need to understand the basic terms and concepts that you will encounter. Some of the terms that occur throughout the course are defined below:

- **English language arts:** the six language arts – listening, speaking, reading, writing, viewing, and representing – that students use to construct meaning.

The language arts of viewing and representing are recent additions to the Manitoba English language arts courses:



- **Viewing** is paying attention to and understanding visual texts such as television programs, advertising images, films, photographs, drama, drawings, sculpture, and paintings. By developing your skills in viewing, you are able to appreciate the ideas and experiences of others.



- **Representing** is communicating ideas, experiences, and feelings visually, again in forms such as posters, diagrams, videos, visual art (photographs, drawings, sculpture, paintings), drama, and mime.



The wording of certain learning outcomes may lead you to think that a single language art is being targeted. For example, you may assume that specific learning outcome 2.1.2, “comprehension strategies” refers to the language art of reading alone. This is not generally the case; usually, all types of oral, visual, print, and other media texts are included in the learning outcomes. Pictures, films, and music are all texts and can all be comprehended or “read” in the broad sense.

- **Knowledge, skills and strategies, and attitudes:** the learning that students are expected to demonstrate includes
  - **Knowledge:** facts, concepts, principles, and generalizations
  - **Skills:** the application of specific strategies and techniques
  - **Strategies:** the conscious, planned use of specific thought processes in constructing meaning
  - **Attitudes:** ways of thinking or acting
- **Metacognition:** the act of thinking about your own thinking.



- **Student learning outcomes:** the knowledge, skills and strategies, and attitudes that students are expected to demonstrate with competence by the end of a course. (A more detailed discussion of student learning outcomes follows on the next page.)
- **Text:** any source or form of communication, whether print, visual, or oral.
  - Examples of **print texts** are books, magazines, newspapers, letters, and this course.
  - Examples of **visual texts** are diagrams, photographs, paintings, drawings, blueprints, and films.
  - Examples of **oral texts** are storytelling, songs, jokes, radio plays, and speeches – any text that is delivered orally.

Familiarize yourself with these terms now. If you are unsure of what a term means when you encounter it, refer to these definitions.



## What Are General and Specific Student Learning Outcomes?

The process work and assignments in this course will allow you to achieve all the student learning outcomes identified for Grade 9 English Language Arts students in Manitoba. Students are expected to demonstrate achievement of general learning outcomes and specific learning outcomes:

- **General learning outcomes** are statements that identify the knowledge, skills and strategies, and attitudes that students are expected to demonstrate with increasing competence and confidence from Kindergarten to Grade 12. The general learning outcomes are connected to each other.

In Manitoba, English language arts students listen, speak, read, write, view, and represent to achieve five general learning outcomes:

- **General Learning Outcome 1:** Explore thoughts, ideas, feelings, and experiences.
  - **General Learning Outcome 2:** Comprehend and respond personally and critically to oral, literary, and media texts.
  - **General Learning Outcome 3:** Manage ideas and information.
  - **General Learning Outcome 4:** Enhance the clarity and artistry of communication.
  - **General Learning Outcome 5:** Celebrate and build community.
- **Specific learning outcomes** are statements that describe in greater detail what students are expected to know and be able to do by the end of a particular course. There are 56 specific learning outcomes for students to achieve in English language arts (see Appendix A).

### Maps of Student Learning Outcomes

To help you understand what is expected of you in Grade 9 English Language Arts, examine the five maps of student learning outcomes in Appendix A of this course. As you can see, these maps are divided into five general learning outcomes and several specific learning outcomes for each general learning outcome.

Once you begin the work in this course, you will see that specific learning outcomes are also identified at the beginning of each lesson. These outcomes have been revised or customized to fit the particular process work and assignments and have been rewritten using language that will make more sense to you. You are expected to achieve the targeted learning outcomes in that lesson. For each assignment, several of the 56 specific learning outcomes are targeted and assessed. Over the whole course, **most** of the 56 specific learning outcomes will have been assessed a number of times.

Refer to the maps of student learning outcomes in Appendix A whenever you need more details about the focus of what you are doing in a lesson, in an assignment, or in the course as a whole. As you progress in the course, you will become increasingly familiar with the student learning outcomes and you may need to refer to the maps less frequently. The more texts you read, for example, the more familiar you will become with specific learning outcome 2.1.1 (analyze and explain connections between previous experiences, prior knowledge, and a variety of texts).

## How Will I Meet the Learning Outcomes?

To complete the course successfully, you need to demonstrate achievement of all student learning outcomes targeted throughout the course. This means that you need to

- pay careful attention to the instructions provided in each lesson and assignment
- complete all parts of each lesson and assignment
- submit assignments to your tutor/marker
- ask your tutor/marker questions whenever you are unsure about how to proceed

## How Will My Work Be Assessed?

You and your tutor/marker will keep a record of your progress and achievement in this course in several ways:



1. **Resource Binder and Learning Log Entries:** As you do the process work in this course, you will complete Resource Binder work, Learning Log entries, checklists, and self-assessments specified for each sequence. In the sequences, only the assignments (and all their parts) are to be submitted to your tutor/marker for assessment. At the end of each sequence, use the **sequence work checklist** (included in the *Forms* section of each sequence) to check whether you have completed all the work for the sequence. You may choose to submit parts of your process work to your tutor/marker when you are sending in your assignment(s) at the end of each sequence. Your tutor/marker will provide feedback on your process work, but you will not be assessed on these pieces if you choose to send them in.





2. **Assignments:** Each sequence of this course contains one or more assignments, making a total of 10 assignments. As you do an assignment, pay particular attention to the specific learning outcomes targeted for the assignment and strive to do your best in each learning outcome. The assignments will be submitted to your tutor/marker.

After completing an assignment, use the five-point rating scale provided to self-assess your performance on each specified student learning outcome. Self-assessment forms are provided in the *Forms* section of each sequence. In your self-assessment, examine each targeted learning outcome carefully. The learning outcome identifies what is expected of you as a Grade 9 student – a “3” on the rating scale. Use the rating scale to decide whether you are meeting or exceeding the expectations for a Grade 9 student.

Throughout the course, your tutor/marker will

- use the same five-point rating scale and assessment forms you use to assess your performance according to the targeted learning outcomes specified for each assignment
- return the assessment results to you so you can use them to direct your subsequent learning
- record the results of each assessment
- issue a mark for each sequence that will be a placeholder mark until your final assessment for the whole course (Assignment 8.1: Showcase Portfolio)

At the end of the course, your tutor/marker will

- analyze the results of each of the 10 assignments, and the work you completed to produce the assignments, to determine your “best” demonstrated level of achievement for each learning outcome identified for Grade 9 students
- convert these assessment results to a percentage, average the percentages, and then provide a final grade for the course

The conversion is based on the following rating scale:

Rating Scale	Percentage
Work does not show evidence of this specific learning outcome identified for Grade 9, or shows evidence that the specific learning outcome is incomplete.	0%
Work does not meet the expectations identified in the specific learning outcome for Grade 9; work is below the range of expectations for Grade 9.	25%
Work demonstrates the minimal expectations identified in the specific learning outcome for Grade 9.	50%
Work meets the expectations identified in the specific learning outcome for Grade 9; work demonstrates the specific learning outcome.	75%
Work demonstrates the maximum expectations identified in the specific learning outcome for Grade 9.	100%

When you have completed all eight sequences and your Midterm Progress Test, your tutor/marker will analyze the results of the assignments, the test, and your Showcase Portfolio to determine your final grade for the course.



You must complete all assignments and the Midterm Progress Test to receive credit for this course. You do not have the option of leaving out any assignment or the test.

### How and When Do I Submit My Work for Assessment?

You will submit the assignment(s) for each sequence at the end of the sequence. Reminders at the end of every sequence instruct you to include a Cover Sheet and the assignment(s) (and their parts), as indicated by an asterisk and an envelope (\* ✉) on the sequence checklist. A checklist is included in the *Forms* section of each sequence to help you ensure that all your process work is completed and that your assignments are included in your package for mailing or emailing. It is very important that you include all the work identified with an asterisk on this checklist because these are the only items that your tutor/marker will assess.

In this course, you have the choice of either mailing or emailing your assignments.

- Each time that you **mail** something, you must include the print version of the applicable Cover Sheet (found at the end of this Introduction).
- Each time that you **email** something, you must include the electronic version of the applicable Cover Sheet (found at <[www.edu.gov.mb.ca/k12/downloads/index.html](http://www.edu.gov.mb.ca/k12/downloads/index.html)>).

Complete the information at the top of the Cover Sheet before mailing or emailing it along with your assignment(s).

### Mailing Your Assignments



If you choose to mail your completed assignments, please photocopy all the materials first so that you will have a copy in case your package goes missing. You will need to place the applicable module Cover Sheet and assignment(s) in an envelope and address it to

ISO Tutor/Marker  
555 Main Street  
Winkler MB R6W 1C4

Your tutor/marker will mark your work and return it to you by mail.

### Emailing Your Assignments



Students who have access to the Internet may submit assignments electronically if this has been arranged in advance with their tutor/marker. Please be advised that this option is not appropriate for some subject areas, and permission to submit assignments electronically is at the discretion of the tutor/marker.

If you choose to email your assignments, make sure you save copies of them before you send them. That way, you can refer to your assignments when you discuss them with your tutor/marker.

To email your completed assignments, you will first need to do **one** of the following:

- **If you are attending school**, please ask your ISO school facilitator (the person who signed your ISO Registration/Admission Form) for permission to email your assignments and to determine your school's procedure for emailing assignments. Contact your tutor/marker to confirm that the course material can be marked electronically.
- **If you are not attending school**, please obtain permission directly from your tutor/marker to submit your assignments electronically.

### *How to Submit Your Work (file size must not exceed 5 MB)*

Please submit your work in the file types shown below:

- **Written work:** Microsoft Word files (doc) or RTF files
- **Spreadsheets:** Microsoft Excel files (xls)
- **Pictures and graphics:** JPEG or GIF files
- **Scanned work:** PDF files (save multiple pages in one file)
- **Audio file:** compressed (wav) (zipped)
- **Video file:** (wmv)

### *How to Send Your Email*

1. Use the following format to compose your email.

---

**To:** distance.learning@gov.mb.ca  
**cc:** [your ISO school facilitator's email address if you attend school]  
**Subject:** [My Name] Grade 9 English Language Arts  
**Attachment:** Assignment 1.1  
**Message:** Sequence 1, Assignment 1.1  
Tutor/Marker: \_\_\_\_\_  
School: \_\_\_\_\_

---

2. Attach your files (file size must not exceed 5 MB).
3. Email your assignments to <distance.learning@gov.mb.ca>. Do **not** email your assignments directly to your tutor/marker. Emails sent directly to tutor/markers will be returned unread.

Your tutor/marker will mark your work and return it to you by email.

### **What Materials Do I Need for This Course?**

A list of the materials, texts, and other resources you will need for this course is provided on the following pages. Before you begin the course, be sure to order the required texts (or you may be able to borrow a text from the local school or community library). Gather your materials before you start with the Introductory Lesson that appears at the end of this Introduction.

If you have difficulties acquiring the materials or resources you need for the course, or if you need clarification about any item, contact the Independent Study Option office at 1-800-465-9915.

In addition to obtaining the required texts and materials, you need to

- make sure you have a quiet place to work and study, with enough desk or table space to spread out your materials
- set a schedule of regular times you will spend working on the course
- use a calendar or agenda book to plan what you are doing as a way to keep track of your progress

## Materials

Gather the following supplies and tools and ensure that you have access to the required equipment:

- a three-ring binder or folder, to be used as your Resource Binder
- a package of lined, loose-leaf paper (not notebooks) to put in your Resource Binder
- a pocket folder or Showcase Portfolio cover (for Sequence 8)
- a box or expanding folder
- a calendar or agenda book
- writing and drawing tools (pens, pencils, markers, coloured pencils)
- scissors
- glue stick
- construction paper
- blank drawing paper
- a blank audiotape (or microcassette or CD)
- access to a recording device
- access to newspapers and magazines
- access to a word processor (if possible)
- access to a camera (if possible)
- access to a television and/or radio (if possible)
- access to a photocopier (beneficial)



As already mentioned, please photocopy any sequence assignment before submitting it to your tutor/marker just in case it gets “lost in the mail.”

## Recording Equipment



In this course, you will have to record yourself speaking. Before selecting a recording device, contact your tutor/marker to discuss the option that will work for both of you. You will need to send your recording to your tutor/marker or save it in your Resource Binder. Here are some ways to do this:

- Record yourself on a **tape recorder** or a **minicassette device** and mail your recording to your tutor/marker, or save it in your Resource Binder.
- Record yourself on a **video recorder** and follow emailing procedures.
- Record yourself using a microphone hooked up to a **computer**. If your computer did not come with a microphone, you can purchase one; these microphones are usually inexpensive and generally come with the necessary software. The file is usually saved as a .wav file. This file can either be emailed to <distance.learning@gov.mb.ca> as an attachment, or burned onto a CD-ROM or DVD and mailed to your tutor/marker (if the recording is required for the assignment).

## People

Many of the learning experiences in this course require interaction with and assistance and feedback from other people, including

- a friend or friends
- an adult mentor of your choice
- a school or community librarian/library
- interview subjects (peers, friends, relatives, and other people in your community)
- your tutor/marker



If, for some reason, you do not have access to certain materials or people listed above, contact your tutor/marker to work out some alternative.

## Texts

A list of the reference books and textbooks you need for this course follows. These texts may be available for loan at your local school or community library. If you cannot find these texts in a library, you may order them from

The Manitoba Text Book Bureau (MTBB)  
Box 910  
Souris MB ROK 2C0  
Toll-Free (in Manitoba): 1-866-771-6822  
Fax: 1-204-483-5041  
Email: mtbb@gov.mb.ca  
Internet: <www.mtbb.mb.ca/>

The MTBB stock number is provided for most texts listed.



The texts that are not available from MTBB may be purchased from another supplier of your choice.

## Reference Books

You need the following three types of reference books:

- **a language handbook**

Aaron, Jane E., and Murray McArthur. *The Little, Brown Compact Handbook*. (MTBB order #11888)

- **a thesaurus**

Recommended text: Pratt, T. K., ed. *Gage Canadian Thesaurus*. (MTBB order #6206)

- **a dictionary**

Recommended text: Dodds de Wolf, G., et al., eds. *Gage Canadian Dictionary*. (MTBB order #6204)

## Textbooks

You require the following textbooks:

- Barlow-Kedves, Alice, Carrie Collins, Ian Mills, Robin Pearson, Wendy Mathieu, and Susan Tywoniuk. *SightLines 9*. (MTBB order #7702)
- Dawe, Robert, Barry Duncan, and Wendy Mathieu. *ResourceLines 9/10*. (MTBB order #7703)



You will **not** be able to complete all the work in this course if you do not have access to **both** of these textbooks. Please arrange to purchase or borrow them before beginning the course.

In addition, you must select **one** non-fiction text and **one** novel from the texts described below. (You will require these two texts for Sequence 6.)

### Non-Fiction Texts (Select One)

- *Anne Frank: The Diary of a Young Girl* Anne Frank  
Born in Germany in 1929, Anne Frank spent two years of her life hidden in an annex in a warehouse in Amsterdam with seven other people. Anne’s diary tells of her hopes and dreams and of the daily conflicts she experiences as a member of a Jewish family hiding from the Nazis. As Anne’s story unfolds, the diary becomes a song of life.  
(MTBB order #21116)
- *A Night to Remember* Walter Lord  
On April 14, 1912, at 11:40 p.m., the “unsinkable” Titanic struck an iceberg and began to sink. By 8:50 a.m., it was below the surface and 750 survivors had been pulled from the sea. In nine hours, 2207 people faced the supreme moment of their lives. Minute by minute, detail by detail, this book recreates these incredible hours.  
(MTBB order #21126)

### Novels (Select One)

The following novels are available from MTBB.

- *The Chocolate War* Robert Cormier  
Set in New England, this novel tells the story of Jerry Renault, a high school student who defies the leader of the Vigils, a secret school society. Jerry’s decision not to participate in the chocolate sale spearheaded by the Vigils, and the intimidation that results from Archie, the Vigils’ leader, turn Jerry from outcast to villain.  
(MTBB order #21134)
- *Forbidden City* William Bell  
Alex Jackson comes home from school one day to learn that his father, a CBC news cameraman, is about to leave for China to cover the Tiananmen Square student uprising. Alex, 17 years old, goes with him and finds himself carrying illegal videotapes and relying on his wits and courage to escape the forbidden city.  
(MTBB order #21151)

- *Jesper*Carol Matas

In this novel of determination, courage, and love, Jesper, a Danish teenager, risks everything to work for the resistance during World War II. Jesper and his friends defy the Germans and put their own lives on the line by publishing an underground newspaper and carrying out feats of military sabotage. This is a thrilling novel, a tale of twisted loyalties, ruthlessness, betrayal, and the darker side of heroism. (MTBB order #21180)
- *The Lottery*Beth Goobie

Every student at Saskatoon Collegiate knows about the lottery. The secret club, the “Shadow Council,” hold a draw every fall to decide which “lucky” student will win. The student chosen is then shunned and humiliated for the school year by the entire student population. This year’s victim is 15-year-old Sally Hanson. Can she keep her two best friends and conquer her terror long enough to reject the role of victim? (MTBB order #2767)
- *The King’s Daughter*Suzanne Martel

Jeanne Chatel, an 18-year-old orphan, has always dreamed of adventure, but when she is chosen as a king’s daughter and sails from France to the wilds of seventeenth-century Canada, her dreams are more than fulfilled. As a pioneer, she faces danger and excitement daily. She gains a new husband, a new culture, a new world! Jeanne’s bravery and spirit never fail her and she truly learns to be at home in her new land. (MTBB order #21186)
- *The Pigman*Paul Zindel

The pigman is Mr. Pignati, a lonely old man with a beer belly and an awful secret. John and Lorraine, two high school students, know his whole sad, zany story. They tell his story in this warm, funny, sad novel. (MTBB order #21197)
- *Stargirl*Jerry Spinelli

There are many theories concocted to explain Stargirl Caraway, a new 10th grader at Arizona’s Mica Area High School who wears bizarre clothes to school, laughs when there are no jokes, and dances when there is no music. The whole school is stunned by her, but her popularity does not last. Bit by bit, the students at Mica Area High School turn on their new idol. (MTBB order #2768)

- *Words by Heart* Ouida Sebestyen  
Lena, a young black girl, can recite scripture by heart and hopes to make her papa proud and her schoolmates notice her. The novel is set in the southern United States at the beginning of the twentieth century. Lena vows to win a Bible-quoting contest. Winning, however, brings Lena not honour, but violence. Lena, who believes in vengeance, must now learn to forgive.  
(MTBB order #21216)

The following novels are not available from MTBB. You may purchase them from another supplier of your choice.

- *The Empty Chair* Bess Kaplan  
When tragedy strikes young Rebecca Davine’s family, the happy world of her youth is shattered. Sadness and confusion have suddenly entered her life, and, ultimately, she is forced to come face to face with the reality of death.
- *Listen for the Singing* Jean Little  
In 1939 Canada and Germany are at war. To Anna, a young Canadian girl with a physical disability, the war seems far away. Suddenly, a letter from her German homeland brings the war into her home, and her brother Rudi makes a choice that will lead to tragedy. Anna realizes that she alone can help her family during this dark time.
- *The Murder of Roger Ackroyd* Agatha Christie  
Perhaps the most famous of Agatha Christie’s novels involving Inspector Hercule Poirot, this work has been called “the most unusual detective story ever written.”
- *Tribes* Arthur Slade  
Percy Montmount Jr., along with his friend Elissa, have classified themselves as certified observers of their Grade 12 graduating class at Saskatoon’s Groverly High. Armed with his field study notebook, Percy tries to remain detached, but his own feelings keep threatening to blow his cover.
- *The Wool Pack* Cynthia Harnett  
Set in the Cotswold Hills of England, this novel uses the medieval wool trade as the background for a story about the daily life of Nicholas, a young boy. Wonderfully illustrated, the novel recreates a scene from 400 years ago when a good wool merchant is saved from villainy, and when Nicholas becomes a man of honour.

## Guide Graphics

Guide graphics are included in this course to help you identify specific tasks that you need to complete. They may also serve as reminders about equipment required and times to submit work to your tutor/marker.



Think about this idea.



Complete the process work in your Resource Binder.



Make this entry in your Learning Log.



Note/Reminder.



Telephone or email your tutor/marker.



Listening – prepare to be attentive.



Speaking – talk with someone (e.g., a friend, your adult mentor).



Reading – set aside some time for reading.



Writing – use the writing process.



Viewing – take time to look at this.



Representing – use your hands and be creative.



Use a recording device to record your response.



Know your target student learning outcomes.



A checklist.



Save course work for your Showcase Portfolio.



Assignment to be sent to your tutor/marker.



Assemble your sequence assignment material and mail it to your tutor/marker, or email it to <[distance.learning@gov.mb.ca](mailto:distance.learning@gov.mb.ca)>.



Study for or write the Midterm Progress Test.

# INTRODUCTORY LESSON: MYSELF AS A LANGUAGE ARTS LEARNER

## Introduction

In this Introductory Lesson, you will use the language arts to focus on the following specific learning outcomes:



- 1.1.1 Question and reflect on personal responses, predictions, and interpretations; apply personal viewpoints to diverse situations or circumstances.
- 1.1.4 Discuss with peers preferences for texts and genres by particular writers, artists, storytellers, and filmmakers.
- 1.1.5 Reflect on attainment of personal goals for effective language learning and use.



Once you complete all the work from this Introductory Lesson, put it in your Resource Binder.

## Process Work: Introduction

### Part 1: Self-Reflection

Before you start working through the course sequences, take time to reflect upon how you as a learner currently use the six language arts:

- listening
- speaking
- reading
- writing
- viewing
- representing

## Part 2: Myself As a Language Arts Learner

Answer the following questions about each of the specific language arts to gain insight into your current skills, strategies, and attitudes. Title your page **Myself As a Language Arts Learner** and subdivide the answers under the six language arts headings.



### Listening

- List situations when you must listen attentively to gain information.
- When do you find you have to concentrate on what you are hearing? List examples such as listening to your friend talk on the telephone, listening to a teacher conduct a lesson, and listening to music. What makes it easy or difficult to understand what is being said in these situations?
- What do you do to remember the important parts of a speech or talk that you have heard or to figure out the “message” in your friend’s words?
- What difficulties might you encounter when trying to follow spoken directions or instructions?



### Speaking

- What has been your most memorable speaking experience?
- List situations when you find it easy to express yourself in words. This may include situations such as speaking to your best friend. What makes it easy to speak in such a situation?
- When is it difficult for you to speak? What strategies do you use to deal with your difficulties?



### Reading

- List a number of reasons why you read. Which of these is the most enjoyable for you? Why?
- What specific texts do you have difficulties with?
- How much time each day do you spend reading?
- Who is your favourite writer? Why?
- Where do you read?
- Who is the most memorable character you have ever met in a book? Why is the character memorable?



### Writing

- List the forms of writing with which you have experimented in the past. Which of these was the most enjoyable for you? Why?
- What difficulties have you encountered when writing?
- How much time do you spend writing each day?



### Viewing

- How much time each day do you spend watching television or videos?
- How often do you go to a movie theatre?
- When was the last time you went to an art gallery?
- List a number of magazine advertisements that have made an impression on you. Why do you remember them?
- Would you like to change your viewing habits? If so, how?



### Representing

- List the types of drawings or paintings that you have created.
- What other art forms have you experienced?
- What is the best poster, collage, picture, or sign you have ever designed?
- When was the last time you participated in a drama experience such as role-playing or acting out a character in a play? What made that experience easy or difficult?
- What other objects have you created with your hands?
- Would you rather build something or write about it? Why?

Now you are ready to begin the first sequence of this course.

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## NOTES



GRADE 9 ENGLISH  
LANGUAGE ARTS (10F)

Sequence 1:  
Self and Others



# SEQUENCE 1: SELF AND OTHERS

## Introduction

In Sequence 1 of this Grade 9 English Language Arts course, you will focus first on yourself and then spend time looking at yourself in relationship to other people and to your world. You will also look at how others have expressed ideas and feelings about relationships in a variety of types of texts, including a poem, a painting, a personal essay, and two short stories.

Assignment 1.1 will allow you to “present yourself” to your tutor/marker and to others with whom you may wish to share information about yourself.

## General Learning Outcomes

Throughout this sequence, you will use the language arts – listening, speaking, reading, writing, viewing, and representing – to achieve specific student learning outcomes. Sequence 1 focuses primarily on specific learning outcomes from the following:

- **General Learning Outcome 1:** Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.
- **General Learning Outcome 2:** Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.
- **General Learning Outcome 4:** Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

Specific learning outcomes are stated at the beginning of each lesson and assignment in this sequence.

## Outline of Sequence 1

Sequence 1 consists of **eight** lessons, which include process work and an assignment (Assignment 1.1). Following your assignment, you will complete a self-assessment using a form found in the *Forms* section at the end of this sequence.

### **Lesson 1: Multiple Intelligences Inventory**

Complete a Multiple Intelligences Inventory Checklist and a Multiple Intelligences Profile, which includes creating a representation of your intelligences and writing a Learning Log entry.

### **Lesson 2: Poems with “Shape”**

Read the poem “Crosswords,” answer questions, and write a concrete poem.

### **Lesson 3: Pictures**

View the painting “Myself” and answer questions.

### **Lesson 4: A Personal Essay**

Read “I Live in a Language That’s Not Mine” and answer a question.

### **Lesson 5: A Short Story about Siblings**

View pictures, read the story “Gore,” and answer questions using a recording device.

### **Lesson 6: Using Words for Impact**

Read “Gore” and answer questions using a recording device.

### **Lesson 7: “Golden Girl” – A “Long” Short Story**

Read “Golden Girl” and answer questions.

### **Lesson 8: Point of View**

Answer questions about “Golden Girl.”

### **Assignment 1.1: Personal Presentation**

### **Sequence 1 Assessment**

You will place all your completed work in your Resource Binder. Some of your work will be used for a future discussion with your tutor/marker or for inclusion in your Showcase Portfolio at the end of the course. Forms referenced throughout the sequence can be found in the *Forms* section located at the end of the sequence. Once you have completed a sequence and your assignment, find the **Checklist for Sequence 1: Self and Others** in the *Forms* section and cross-check your work against this form. All work on the checklist identified with an asterisk and a symbol of an envelope (\* ✉) must be submitted to your tutor/marker for assessment.

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## NOTES

# LESSON 1: MULTIPLE INTELLIGENCES INVENTORY

## Introduction

In this lesson, you will focus on the following specific learning outcomes:



- 1.1.2 Acknowledge the value of others' ideas and opinions by using a multiple intelligences inventory to explore your personal strengths as a learner.
- 1.1.5 Reflect on what you have learned by doing a multiple intelligences inventory and how it will affect your personal goals for effective language learning and use.
- 1.2.4 Consider what you have learned about yourself and your multiple intelligences and what this new information means for you as a learner.

This lesson involves looking at yourself using the **multiple intelligences theory** developed by Dr. Howard Gardner, a Harvard University professor. In his theory, Gardner suggests that there are different ways of being smart. We may each use some or all of these ways but are likely to be stronger in some than in others.

Gardner has determined that people have at least eight different kinds of intelligences. Seven of these multiple intelligences are described on page 9 of *ResourceLines 9/10*. The eighth one that Gardner added to his theory more recently is naturalist intelligence, which includes abilities such as observing, recognizing, and categorizing different species of plants and animals.



People vary a great deal in the kinds of intelligences they use – for example, one person may be exceptionally intelligent in a visual-spatial way, able to rotate shapes mentally, and draw them accurately from all angles, but may not be proficient at using language. Another person may be a brilliant musical composer (musical intelligence), but may not be able to understand the feelings of people around him or her (interpersonal intelligence).

The work you do in this lesson will help you to identify the kinds of intelligences you use most.

In this lesson, you will complete some process work, which you should save in your Resource Binder. You will want to save this work for future discussion with your tutor/marker or for inclusion in your Showcase Portfolio at the end of this course.

## Process Work 1.1: Multiple Intelligences Inventory

### Part 1: Your Multiple Intelligences



Find the form labelled **Your Multiple Intelligences** in the *Forms* section of Sequence 1 and place it in your Resource Binder. Use this inventory to help you identify the listed activities you most enjoy and feel you best succeed in doing.

1. Read “Multiple Intelligences” on page 9 of *ResourceLines 9/10*.
2. Read the statements on Your Multiple Intelligences carefully several times.
3. Using the five-point scale provided, give each statement a number that best describes you.

When you have completed the inventory, you will be able to identify your strengths as a learner and create a profile of yourself as a thinking, feeling, acting person. Place the completed form in your Resource Binder.

### Part 2: Multiple Intelligences Profile



Complete the **Multiple Intelligences Profile** found in the *Forms* section of Sequence 1. For each type of intelligence, place an X on the line at the point that most accurately represents you. Use the information from your inventory responses to complete the profile. Place your work in your Resource Binder.

Completing this profile will help you to consider your strengths as a learner and identify areas where you need some assistance.

### Part 3: A Picture of Your Intelligences



Draw a picture of your intelligences on the bottom of the **Multiple Intelligences Profile** found in the *Forms* section.

1. Draw a circle that represents your head.
2. Then divide the drawing into eight parts. Make each part equal in size to the strengths of each of your intelligences. For example, if you are much stronger in musical/rhythmic intelligence than you are in logical/mathematical intelligence, reflect this difference in your drawing.
3. Share your findings with your adult mentor or a peer. Place the completed drawing in your Resource Binder.

### Part 4: Learning Log 1: Yourself As a Learner

Reflect on the work you did in Lesson 1. Were you surprised by what you discovered about yourself in completing the multiple intelligences inventory, profile, and picture? If so, in what ways?



In the Learning Log Entry section of the **Multiple Intelligences Profile** found in the *Forms* section, write a paragraph or two in which you discuss what you learned about yourself as a result of completing the inventory, profile, and picture.

- When and under what conditions do you learn best (e.g., when watching a demonstration, when working alone in a quiet space, when actively participating in a hands-on activity)?
- Which type of intelligence do you think is your strongest—verbal/linguistic, logical/mathematical, interpersonal/social, musical/rhythmic, intrapersonal/introspective, visual/spatial, bodily/kinesthetic, or naturalist? Or are you well-balanced? Explain.
- Which type of intelligence do you think is your weakest? In other words, in what areas of learning or activities might you need assistance?



Recall a previous learning experience that is an example of or illustrates your findings. For example, what did you easily learn that shows you are verbally/linguistically intelligent? What kinds of learning do you find difficult? (Be specific—for example, if you have difficulty with the logical/mathematical intelligence, write “making change when shopping” rather than “mathematics.”) Perhaps you now understand why you have difficulty in one area and have an easier time in another.

Finally, outline the steps you could take to make the most of your learning strengths. For example, how could you make use of logical/ mathematical intelligence to play basketball (which is more of a body/ kinesthetic activity)?



Remember to place all your work in your Resource Binder.



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