Grade 9 English Language Arts (10F)
A Course for Independent Study
Grade 9 English
Language Arts (10F)

A Course for Independent Study
Grade 9 English language arts: a course for independent study

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Manitoba Education and Training
School Programs Division
Winnipeg, Manitoba, Canada

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Available in alternate formats upon request.
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# Acknowledgements

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GRADE 9 ENGLISH
LANGUAGE ARTS (10F)

Introduction
Overview

Welcome to Grade 9 English Language Arts (10F).

We know you are beginning this course with language arts skills, knowledge, and insights. We have designed this course to help you gain further insights into yourself and others, and to expand your skills and knowledge in English language arts. As well, you will learn strategies you can apply in other courses and non-school situations.

As a student enrolled in a distance learning course, you have taken on a dual role—that of a student and a teacher. As a student, you are responsible for mastering the lessons and completing the process work and assignments. As a teacher, you are responsible to check your work carefully, noting areas in which you need to improve and motivating yourself to succeed.

What Will You Learn in This Course?

In this course you will have the opportunity to read short stories, poems, non-fiction works, and novels. You will also view visual works. Besides reading and viewing the works of others, you will be writing, representing, and speaking about those works and your own creations.

What are General Learning Outcomes and Specific Learning Outcomes?

General learning outcomes (five in total) and specific learning outcomes (56 in total) are the learning outcomes that have been identified for Grade 9 English Language Arts students in Manitoba (see the Appendix). In this course, you will be involved in a variety of learning experiences that enable you to achieve many of the 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 and can be achieved through a variety of reading and writing, speaking and listening, and viewing and representing experiences.
In Manitoba, English language arts students read, write, speak, listen, view, and represent to

- explore thoughts, ideas, feelings, and experiences (General Learning Outcome 1)
- comprehend and respond personally and critically to oral, print, and other media texts (General Learning Outcome 2)
- manage ideas and information (General Learning Outcome 3)
- enhance the clarity and artistry of communication (General Learning Outcome 4)
- celebrate and build community (General Learning Outcome 5)

Specific learning outcomes are statements that describe the knowledge, skills and strategies, and attitudes that students in a particular course are expected to learn. Specific learning outcomes are identified at the beginning of each lesson and are the target for learning experiences.

How Is This Course Organized?

The Grade 9 English Language Arts course consists of the following eight sequences. Each sequence includes lessons or sections of study with process work and one or more assignments.

- **Sequence 1: Getting to Know You**
  In this sequence you will reflect on how you best learn and consider your strengths and weaknesses in language arts.

- **Sequence 2: Getting to Know Others**
  In this sequence you will be responding to short stories, poetry, and visuals as you become familiar with literary characters and the grammar of literature.

- **Sequence 3: The Conflicts in Our Lives**
  In this sequence, you will explore the difficulties you may encounter when dealing with others on personal, group, and global levels.

- **Sequence 4: From Blogs to Zines**
  In this sequence, you will use a variety of forms and techniques to create a blog or a zine.

- **Sequence 5: Longer Works of Fiction or Non-fiction**
  In this sequence, you’ll be reading either a novel or a work of non-fiction.
- **Sequence 6: Heroes in the Real and Imaginary Worlds**
  In this sequence, you will focus on the characteristics of “the hero” and “the quest.”

- **Sequence 7: Media Literacy**
  In this sequence, you will become aware of various technologies and the impact that media has on your life.

- **Sequence 8: The Showcase Portfolio**
  In this sequence, you will reflect upon your learning by examining and analyzing materials selected from your course work.

Each sequence begins with a **Sequence Overview**, outlining what you will be learning and practicing in the sequence. Every sequence consists of several lessons, with the following components:

- **Learning Experience:** Each lesson begins with an explanation of what you will be learning in that lesson.

- **Lesson Focus:** Each lesson identifies one or more specific learning outcomes (SLOs) that are addressed in the lesson. The SLOs identify the knowledge and skills you are striving to achieve by the end of the lesson.

- **Lesson:** The main body of the lesson is made up of the areas that you need to learn. It contains explanations, exemplars, and selections to read, view, or listen to.

- **Process Work:** The lessons include work that will help you achieve the outcomes and prepare you for the assignments, the midterm progress test, and the showcase portfolio. The process work does not have to be submitted but many students choose to submit some of it for further input from the tutor/marker.

- **Assignments:** Each sequence concludes with an assignment (or two) that will draw together many of the ideas that you have been working on. You will mail or electronically submit all your completed assignments to your tutor/marker for assessment at the end of each sequence.

There is a midterm progress test following Sequence 4.
This course also includes the following sections:

- **Appendices:** At the end of the course, you will find the following three appendices:
  - Appendix A: General Learning Outcomes
  - Appendix B: Forms of Visual Representation
  - Appendix C: How to Cite References

- **References/Bibliography**

What Resources Will You Need for This Course?

You will require access to an email account if you plan to

- communicate with your tutor/marker by email
- use Blackboard Learn to submit your completed assignments

A valid email account is required for your Blackboard Learn profile. The website address for Blackboard Learn is [https://bblearn.merlin.mb.ca/](https://bblearn.merlin.mb.ca/). You were issued a username and password when you registered for this course.

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. They may be ordered from the Manitoba Learning Resource Centre (LRC) (formerly the Manitoba Text Book Bureau) (MTBB) or a supplier of your choice.

**LRC Contact Information**
Website: [www.mtbb.mb.ca](http://www.mtbb.mb.ca)
Toll-Free Telephone: 1-866-771-6822
Fax: 1-204-483-5041

The LRC stock number is provided for most texts listed.

You will also require access to an email account so that you can communicate with your tutor.marker. A valid email account is required for your Blackboard Learn profile. The website address for Blackboard Learn is [https://bblearn.merlin.mb.ca/](https://bblearn.merlin.mb.ca/).
Reference Books

The following will provide you with information regarding structure, style, and proper usage in English language arts. These reference texts will be useful for all English language arts courses as well as for many other courses requiring reports and essays.

- **A language handbook**
  
  *Writers Inc: A Student’s Handbook for Writing and Learning* by Peter Sebranak et al. (LRC #72090)

- **A thesaurus**
  
  Recommended text: *Gage Canadian School Thesaurus.* (LRC #6206)

- **A dictionary**
  
  Recommended text: *Gage Canadian Dictionary.* (LRC #6204)

Textbooks

You will not be able to complete all the work in this course if you do not have access to both of these textbooks.

- **SightLines 9** by Alice Barlow-Kedves et al. (LRC #7702)
- **ResourceLines 9/10** by Robert Dawe et al. (LRC #7703)

Longer Work of Fiction

You will be choosing one book from the following list of non-fiction titles and one book from the list of novel titles.

**Non-Fiction (Select One)**

- **Steve Jobs: The Man Who Thought Different** by Karen Blumenthal
  Steve Jobs has influenced so much of our lives. He was responsible for the Apple computer, iPods, and iPhones. He helped develop the Pixar Animation Studios, which developed CGI animation technology and changed the movie industry. This biography outlines his early years, his departure from Apple, and his triumphant return. This book helps explain the genius of Steve Jobs.

- **Anne Frank: The Diary of a Young Girl** by Anne Frank (LRC #21116)
  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 experienced as a member of a Jewish family hiding from the Nazis. As Anne’s story unfolds, the diary becomes a song of life.
- *Broken Circle* by Theodore Fontaine (LRC #15717)
  This memoir describes the life of Theodore Fontaine, who, at age seven, was left at an Indian residential school. While he attended the school for 12 years, the after-effects lasted much longer. This book is about hope and healing.

- *Gretzky: An Autobiography* by Wayne Gretzky (with Rick Reilly)
  This book outlines the early years of hockey player Wayne Gretzky. Gretzky also tells about his early influences and gives his views on his Stanley Cup and Canada Cup victories. The “Great One” does all this with humour and modesty.

- *The Bite of the Mango* by Mariatu Kamara (with Susan McLelland) (LRC #15232)
  One day, 12-year-old Mariatu Kamara was sent to get food from a nearby village in Sierra Leone. Armed rebels attacked her and they cut off her hands. Mariatu survived and eventually came to North America. Her story is one of courage and hope.

- *Terry Fox: His Story* by Leslie Scrivener
  Most Canadians are familiar with the story of Terry Fox. The author was one of the reporters assigned to cover Terry Fox’s Marathon of Hope. Terry’s goal was to raise $1 million for cancer research and he raised $24 million before he died. Scrivener was able to use interviews with him and his family and friends in this account of his life and legacy. This book tells about the achievements of one of our heroes.

- *Gold Medal Diary* by Hayley Wickenheiser
  Hayley Wickenheiser is one Canada’s best-known female hockey players. This book focuses on Hayley Wickenheiser’s experiences at the Vancouver 2010 Olympics. She talks about the training that the women’s hockey team went through leading up to the Olympics, and she also relates the highs and the lows of the Olympic experience.

**Novels (Select One)**

The following novels are available from LRC.

- *The Chocolate War* by Robert Cormier (LRC #7588)
  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, by not participating in their chocolate sale.
Forbidden City by William Bell (LRC #21151)
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.

The Lottery by Beth Goobie (LRC #2767)
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?

The King’s Daughter by Suzanne Martel (LRC #21186)
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
17th-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,
and a new world. Jeanne’s bravery and spirit never fail her and she truly
learns to be at home in her new land.

Words by Heart by Ouida Sebestyen (LRC #21216)
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 20th 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.

Required Resources

For this course, you will need access to the following resources. If you do not
have access to one or more of these resources, contact your tutor/marker.

Examples:
- **Audio-recording and video-recording equipment**: In Assignment 7.1,
you will have the option of making an audio or video recording of your
assignment and submitting it to your tutor/marker for assessment. There are
other choices available for this assignment that do not require taping.
Storage Space and Place: You’ll need to keep all your process work and assignments during this course. You will find that you will refer to this work when you are preparing for your midterm test. You will also be using some of this material for your portfolio assignment that you will be creating in the final sequence. Make sure that you have a safe place to set aside all of your work. Get into the habit of placing all of your process work and assignments there. Here are some suggestions for you:

- Binder with divider pages to separate each sequence.
- One location in the back of your course binder.
- Box, accordion file, or drawer in a filing cabinet with folders separating each sequence.
- If you are doing your work on the computer, create a separate folder for your work. You will need a place to store various charts and forms that you will be using during the course (small binder, duotang folder, or back of the course binder).

The reminder to file your work in a safe place will be given to you during all the lessons.

Optional Resources

It would be helpful if you had access to the following resources:

Examples:

- Photocopier/scanner: With access to a photocopier/scanner, you could make a copy of your assignments before submitting them so that, if your tutor/marker wants to discuss an assignment with you over the phone, each of you will have a copy. It would also allow you to continue studying or to complete further lessons while your original work is with the tutor/marker. Photocopying or scanning your assignments will also ensure that you keep a copy in case the originals are lost.

- Resource people: Access to local resource people, such as teachers, school counsellors, and librarians, would help you complete the course.

- A computer with word processing and presentation software: Access to word processing software (e.g., Microsoft Word) and presentation software (e.g., Microsoft PowerPoint) may be used to complete some assignments.

- A computer with Internet access: If you do not have Internet access, you will still be able to complete the course, but you will need to find different ways of accessing information.
Internet Safety

If you choose to use the Internet to do research, be safe. The Internet is a valuable source of information and should be used responsibly. Talk to your parents/guardians about Internet safety, and use the following guidelines when going online:

- Choose a user name that does not reveal your name, gender, age, or other personal details.
- Never give anyone private information.
- Do not answer emails from strangers.
- If someone asks you to keep your relationship with him or her a secret, stop talking to the person and immediately tell your parent/guardian.
- Do not email or post pictures or files.

The above is not a complete list because no list can possibly cover all dangerous situations. Use your common sense and be careful.

Who Can Help You with This Course?

Taking an independent study course is different from taking a course in a classroom. Instead of relying on the teacher to tell you to complete a learning activity or an assignment, you must tell yourself to be responsible for your learning and for meeting deadlines. There are, however, two people who can help you be successful in this course: your tutor/marker and your learning partner.

Your Tutor/Marker

Tutor/markers are experienced educators who tutor ISO students. Your tutor/marker will mark your assignments and your midterm test. When you are having difficulty with something in this course, contact your tutor/marker, who is there to help you. Your tutor/marker’s name and contact information were sent to you with this course. You can also obtain this information in the Who Is My Tutor/Marker? section of the distance learning website at www.edu.gov.mb.ca/k12/dl/iso/index.html.
Your Learning Partner

Many students find it helpful to have a learning partner. A learning partner is someone you choose who will help you learn. It may be someone who knows something about English language arts but it doesn’t have to be. A learning partner could be someone else who is taking this course, a teacher, a parent or guardian, a sibling, a friend, or anybody else who can help you. Most importantly, a learning partner should be someone with whom you feel comfortable and who will support you as you work through this course.

Your learning partner can help you keep on schedule with your coursework, read the course with you, check your work, look at and respond to your process work, or help you make sense of assignments. If you and your learning partner are taking the same course, be certain you only discuss your assignments and do not do them together!

Plagiarism

Plagiarism IS a big deal with serious consequences, so it’s important that you understand what it is and how to avoid it.

What is plagiarism?
In brief, plagiarism is taking someone’s ideas or words and presenting them as if they are your own.

How can you avoid plagiarism?
- Begin early. Research takes time. Allow enough time to search for, evaluate, and read sources, and to get help if you need it. Always document your sources immediately.
- Present your research by quoting and paraphrasing.
  - When you use a quote, you use the exact same words with quotation marks, and you indicate exactly where it came from.
  - When you paraphrase, you rewrite an author’s idea using your own words and you do not use quotation marks (but you also make sure to state clearly whose idea it is).
- Learn how to use different citation styles.
- Give credit where credit is due. Never pretend someone else’s idea is your own.
How Will You Know How Well You Are Learning?

You will know how well you are learning in this course by how well you complete the process work, assignments, and midterm progress test.

Process Work

The process work in this course will help you to review and practise what you have learned in the lessons. You are not required to submit the completed process work to your tutor/marker, but make sure you do it correctly as it not only will help you to practise what you have learned, but it will also prepare you for completing your assignments and the midterm progress test successfully. Sometimes students do not meet the outcomes on a sequence assignment but have demonstrated their learning in the process work. Your tutor/marker will be able to raise your mark if he or she sees that you have mastered the outcomes in your process work. You’ll notice in the sequence checklist at the beginning of the sequence that a few pieces of process work have a star beside them. You have the option of submitting these to your tutor/marker along with your assignment. These optional submissions may raise your mark. Show that you are a star student by sending in this work!

The rating scale is as follows:

<table>
<thead>
<tr>
<th>Points</th>
<th>Rating Scale</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Work does not show evidence of this specific learning outcome identified for Grade 9, or it shows evidence that the specific learning outcome is incomplete.</td>
<td>0–24%</td>
</tr>
<tr>
<td>1</td>
<td>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.</td>
<td>25%–49%</td>
</tr>
<tr>
<td>2</td>
<td>Work demonstrates the minimal expectations identified in the specific learning outcome for Grade 9.</td>
<td>50%–74%</td>
</tr>
<tr>
<td>3</td>
<td>Work meets the expectations identified in the specific learning outcome for Grade 9; work demonstrates the specific learning outcome.</td>
<td>75%–84%</td>
</tr>
<tr>
<td>4</td>
<td>Work demonstrates the maximum expectations identified in the specific learning outcome for Grade 9.</td>
<td>85%–100%</td>
</tr>
</tbody>
</table>
Assignments

Each sequence in this course contains assignments, which you will complete and submit to your tutor/marker for assessment. The assignments are worth a total of 85 percent of your final course mark.

The tutor/marker will mark your assignments and return them to you. Remember to keep all your assignments and process work until you have finished the course, as you will be choosing some of your work for your showcase portfolio in Sequence 8.

Midterm Progress Test

This course contains a midterm progress test.

- The midterm progress test is written after you complete Sequence 4.

The midterm progress test is worth a total of 15 percent of your final course mark. The midterm progress test is 2 hours long. You will be provided with the theme for the test, a “Readings and Before and During Reading Activities” booklet to do before the test. It is important that you read the selections very carefully before you write the test. There will not be time during the test to do so. You may even choose to read the selections a few times.

You need to bring the booklet to the test, so feel free to make notes in it and underline important sections. The Before and During Readings Activities are similar to the responses you will be doing for various stories and poems in the course. Be certain to complete these responses, as they are a part of your final assessment. You will submit the Before and During Readings Activities booklet to the supervisor after you write the final sections of the test. You may bring a dictionary and thesaurus with you to the supervised test.

During the test, you’ll be required to consider the theme as it relates to various passages. You will find that the types of responses required are quite similar to the ones you’ll be practising in your process work and assignments.

Practice Test

To help you succeed in your test, you will have an opportunity to complete a mini midterm practice test.

The practice test is similar to the actual test you will be writing. To do well on the test, you should also review all the process work and assignments you have completed from the first three sequences. This will give you the confidence you need to do well on your test!
Requesting Your Midterm Progress Test

You are responsible for making arrangements to have the test sent to your proctor from the ISO office. Please make arrangements before you finish Sequence 3 to write the midterm progress test.

To write your test you need to make the following arrangements:

- If you are attending school, ask your school’s ISO school facilitator to request your test. Do this at least three weeks before you are ready to write your test. For more information on test procedures, please contact your ISO school facilitator or visit the Grading and Evaluation section of the distance learning website at [www.edu.gov.mb.ca/k12/dl/iso/index.html](http://www.edu.gov.mb.ca/k12/dl/iso/index.html).

- If you are not attending school, check the Test 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 test, fill in the Test Request Form and mail, fax, or email it to

  ISO Office  
  555 Main Street  
  Winkler MB  R6W 1C4  
  Fax: 204-325-1719  
  Toll-Free Telephone: 1-800-465-9915  
  Email: distance.learning@gov.mb.ca

How Much Time Will You Need to Complete This Course?

Learning through independent study has several advantages over learning in the classroom. You are in charge of how you learn and you can choose how quickly you will complete the course. You can complete as many lessons as you wish in a single session. You do not have to wait for your teacher or classmates.

From the date of your registration, you have a maximum of **12 months** to complete this course, but the pace at which you proceed is up to you. Read the following suggestions on how to pace yourself.
Chart A: Semester 1

If you want to start this course in September and complete it in January, you can follow the timeline suggested below.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence 1</td>
<td>Middle of September</td>
</tr>
<tr>
<td>Sequence 2</td>
<td>Beginning of October</td>
</tr>
<tr>
<td>Sequence 3</td>
<td>Middle of October</td>
</tr>
<tr>
<td>Sequence 4</td>
<td>Middle of November</td>
</tr>
<tr>
<td>Midterm Progress Test</td>
<td>Beginning of November</td>
</tr>
<tr>
<td>Sequence 5</td>
<td>End of November</td>
</tr>
<tr>
<td>Sequence 6</td>
<td>End of December</td>
</tr>
<tr>
<td>Sequence 7</td>
<td>Middle of January</td>
</tr>
<tr>
<td>Sequence 8</td>
<td>End of January</td>
</tr>
</tbody>
</table>

Chart B: Semester 2

If you want to start this course in January and complete it in June, you can follow the timeline suggested below.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence 1</td>
<td>Middle of January</td>
</tr>
<tr>
<td>Sequence 2</td>
<td>Beginning of February</td>
</tr>
<tr>
<td>Sequence 3</td>
<td>Middle of February</td>
</tr>
<tr>
<td>Sequence 4</td>
<td>Middle of March</td>
</tr>
<tr>
<td>Midterm Progress Test</td>
<td>Beginning of March</td>
</tr>
<tr>
<td>Sequence 5</td>
<td>End of March</td>
</tr>
<tr>
<td>Sequence 6</td>
<td>End of April</td>
</tr>
<tr>
<td>Sequence 7</td>
<td>Middle of May</td>
</tr>
<tr>
<td>Sequence 8</td>
<td>End of May</td>
</tr>
</tbody>
</table>
Chart C: Full School Year (Not Semestered)

If you want to start this course in September and complete it in June, you can follow the timeline suggested below.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequence 1</td>
<td>Middle of September</td>
</tr>
<tr>
<td>Sequence 2</td>
<td>Middle of October</td>
</tr>
<tr>
<td>Sequence 3</td>
<td>Middle of November</td>
</tr>
<tr>
<td>Sequence 4</td>
<td>Middle of January</td>
</tr>
<tr>
<td>Midterm Progress Test</td>
<td>End of November</td>
</tr>
<tr>
<td>Sequence 5</td>
<td>Middle of February</td>
</tr>
<tr>
<td>Sequence 6</td>
<td>Middle of April</td>
</tr>
<tr>
<td>Sequence 7</td>
<td>Middle of May</td>
</tr>
<tr>
<td>Sequence 8</td>
<td>End of May</td>
</tr>
</tbody>
</table>

Timelines

Do not wait until the last minute to complete your work, since your tutor/marker may not be available to mark it immediately. It may take a few weeks for your tutor/marker to assess your work and return it to you or to your school.

If you need this course to graduate this school year, remember to schedule and complete your final examination by May 31.
When and How Will You Submit Completed Assignments?

When to Submit Assignments

While working on this course, you will submit completed assignments to your tutor/marker eight times. The following chart shows exactly what assignments you will be submitting (e.g., at the end of each sequence).

<table>
<thead>
<tr>
<th>Submission</th>
<th>Assignments You Will Submit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td><strong>Sequence 1: Getting to Know You</strong>&lt;br&gt;Sequence 1 Cover Sheet&lt;br&gt;Assignment 1.1: The Personal Letter&lt;br&gt;Self-Assessment of Assignment 1.1</td>
</tr>
<tr>
<td>2</td>
<td><strong>Sequence 2: Getting to Know Others</strong>&lt;br&gt;Sequence 2 Cover Sheet&lt;br&gt;Assignment 2.1: Coat of Arms and Mandala&lt;br&gt;Self-Assessment of Assignment 2.1</td>
</tr>
<tr>
<td>3</td>
<td><strong>Sequence 3: The Conflict in Our Lives</strong>&lt;br&gt;Sequence 3 Cover Sheet&lt;br&gt;Assignment 3.1: Editorial&lt;br&gt;Self-Assessment of Assignment 3.1&lt;br&gt;Self-Assessment of Sequence 3</td>
</tr>
<tr>
<td>4</td>
<td><strong>Sequence 4: From Blogs to Zines</strong>&lt;br&gt;Sequence 4 Cover Sheet&lt;br&gt;Assignment 4.1: The Blog or Zine&lt;br&gt;Self-Assessment of Assignment 4.1</td>
</tr>
<tr>
<td>5</td>
<td><strong>Sequence 5: Longer Works of Fiction or Non-fiction</strong>&lt;br&gt;Sequence 5 Cover Sheet&lt;br&gt;Assignment 5.1: Fiction or Non-fiction Response Journal&lt;br&gt;Assignment 5.2: Essay&lt;br&gt;Self-Assessment of Assignment 5.1</td>
</tr>
<tr>
<td>6</td>
<td><strong>Sequence 6: Heroes in the Real and Imaginary Worlds</strong>&lt;br&gt;Sequence 6 Cover Sheet&lt;br&gt;Assignment 6.1: Picture Book and Recording&lt;br&gt;Self-Assessment of Assignment 6.1&lt;br&gt;Self-Assessment of Sequence 6</td>
</tr>
<tr>
<td>7</td>
<td><strong>Sequence 7: Media Literacy</strong>&lt;br&gt;Sequence 7 Cover Sheet&lt;br&gt;Assignment 7.1: How To Be a Responsible Consumer Presentation&lt;br&gt;Self-Assessment of Assignment 7.1</td>
</tr>
<tr>
<td>8</td>
<td><strong>Sequence 8: The Showcase Portfolio</strong>&lt;br&gt;Sequence 8 Cover Sheet&lt;br&gt;Assignment 8.1: Showcase Portfolio&lt;br&gt;Self-Assessment of Assignment 8.1</td>
</tr>
<tr>
<td></td>
<td><strong>Remember to check for the mail-in icon as on occasion you are required to submit some of the preparatory work leading up to the sequence assignment. You also have the option of sending the process work with the star icon (⋆) to your tutor/marker.</strong></td>
</tr>
</tbody>
</table>
How to Submit Assignments

In this course, you have the choice of submitting your assignments either by mail or electronically.

- **Mail:** Each time you mail something, you must include the print version of the applicable Cover Sheet (found at the end of this Introduction).

- **Electronic submission:** Each time you submit something electronically, you must include the applicable Cover Sheet. You can use the Cover Sheets available on Blackboard Learn at [https://bblearn.merlin.mb.ca/](https://bblearn.merlin.mb.ca/) or you can scan the Cover Sheet located at the end of this Introduction.

Complete the information at the top of each Cover Sheet before submitting it along with your assignments.

**Submitting Your Assignments by Mail**

If you choose to mail your completed assignments, please photocopy/scan all the materials first so that you will have a copy of your work in case your package goes missing. You will need to place the applicable sequence 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.

**Submitting Your Assignments Electronically**

Assignment submission options vary by course. Sometimes assignments can be submitted electronically and sometimes they must be submitted by mail. Specific instructions on how to submit assignments were sent to you with this course. You can also obtain this information in the Grading and Evaluation section of the distance learning website at [www.edu.gov.mb.ca/k12/dl/iso/index.html](http://www.edu.gov.mb.ca/k12/dl/iso/index.html).

If you are submitting assignments electronically, make sure you have saved copies of them before you send them. That way, you can refer to your assignments when you discuss them with your tutor/marker. Also, if the original hand-in assignments are lost, you are able to resubmit them.

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

---

The Independent Study Option office does not provide technical support for hardware-related issues. If troubleshooting is required, consult a professional computer technician.
Submitting Your Audio Recorded Assignment(s)
In Assignment 7.1 you have the option of recording your work and submitting the audio recording to your tutor/marker.

You can obtain information about audio-recording options in the Grading and Evaluation section of the distance learning website at www.edu.gov.mb.ca/k12/dl/iso/index.html.

If you would rather complete the oral assignment in a phone conversation, contact your tutor/marker to schedule a suitable time to do this.

What Are the Guide Graphics For?

Guide graphics are used throughout this course to identify and guide you in specific tasks. Each graphic has a specific purpose, as described below.

- **Assignment/Written Assignment**: Complete an assignment. You will submit your completed assignments to your tutor/marker for assessment at the end of each sequence.

- **Process Work and Assignment File**: File your completed process work and assignments until you have finished this course.

- **Checklist**: Use the checklist.

- **Process Work**: Complete the process work. This will help you to review or practise what you have learned and to prepare for an assignment or the midterm progress test. You will not submit process work to your tutor/marker.

- **Lesson Focus/Specific Learning Outcomes (SLOs)**: Note that these SLOs are addressed within the lesson.

- **Mail Assignment**: Mail your completed assignments at this time.

- **Mail or Electronic Submission**: Mail or electronically submit your completed assignment(s) to your tutor/marker for assessment at this time.

- **Note**: Take note of and remember this important information or reminder.

- **Portfolio**: Save course work for your Portfolio.
**Reading:** Set aside some time for reading.

**Test:** Take your test at this time.

**Viewing:** Take time to look at this.

**Writing/Reflective Writing:** Use the writing process.

**Remember:** If you have questions or need help at any point during this course, contact your tutor/marker or ask your learning partner for help.

Good luck with the course!
Sequence 1:
Getting to Know You
Introduction

In this sequence, you’ll learn all about yourself. You’ll learn about yourself in the role of a student, discovering your most effective learning style and also finding out about the various types of intelligences that you have. You’ll consider your strengths and weaknesses in English language arts and set some goals, including an action plan that outlines how you will achieve these goals. This sequence will also give you the opportunity to consider aspects of your personality, which make you the individual that you are!

There are five lessons in this sequence. The work you complete will prepare you for Assignment 1.1, the writing of a personal letter to your tutor/ marker about what you have learned about yourself while completing each lesson. The letter will be submitted when you complete this sequence.

Sequence Checklists and Assessment Forms

There are checklists and forms at the beginning of each sequence.

1. The Cover Sheet is used by your tutor/marker and the Independent Study Option office to track the assignments you have submitted for each sequence.

2. The Sequence Checklist is to help you monitor your progress through the sequence and ensure that you complete and submit the required work for review by your tutor/ marker.

3. The Self-Assessment Form for Assignments is used to assess your own achievement during and after completion of the assignment. The tutor/ marker will also use this form.
LESSON 1: HOW YOU LEARN

Learning Experience

Learning goes on throughout our lives. We learn not just in various courses and classes but also in our everyday lives. We learn not only the skills involved in language arts but also those needed to play a sport, bake a cake, or drive a car. But while we all learn, we learn in different ways due to the differences in our abilities and in our personalities. There are various styles of learning. Some people are visual learners, finding it easier to learn by reading and writing; others who like to hear ideas and speak are auditory learners. Kinesthetic or tactile learners are “hands-on” learners who prefer practical exercises. Some students are a combination of a few learning styles! You’ll have an opportunity to determine your learning style in this lesson.

One researcher, Dr. Howard Gardner, suggests that people have at least eight different kinds of intelligence. People vary in the kinds of intelligences they use—one person may be a brilliant musical composer (musical intelligence), but may not be able to understand the feeling of people around him or her (interpersonal intelligence).

This lesson will help you identify the kinds of intelligences you use most. You’ll complete a multiple intelligence inventory (what you “naturally” do well and what areas you don’t feel comfortable with). You will find what you learn about yourself to be helpful as you work through this course!

Process Work 1.1

Part 1: Your Learning Style

1. Complete the Learning Style Inventory that follows, including the scoring portion.

File your work in a safe place.
### Learning Style Inventory

To better understand how you prefer to learn and process information, place a checkmark in the appropriate space after each statement below, and then use the scoring directions at the bottom of the page to evaluate your responses. Use what you learn from your scores to better develop learning strategies that are best suited to your particular learning style. Respond to each statement as honestly as you can.

<table>
<thead>
<tr>
<th>Number</th>
<th>Statement</th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I can remember best about a subject by listening to a lecture that includes information, explanations, and discussions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I prefer to see information written on a chalkboard and supplemented by visual aids and assigned readings.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I like to write things down or to take notes for visual review.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I prefer to use posters, models, or actual practice and other activities in class.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I require explanations of diagrams, graphs, or visual directions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I enjoy working with my hands or making things.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I am skillful and enjoy developing and making graphs and charts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I can tell if sounds match when presented with pairs of sounds.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I can remember best by writing things down.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I can easily understand and follow directions on a map.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I do best in academic subjects by listening to lectures and tapes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I play with coins or keys in my pocket.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>I learn to spell better by repeating words out loud than by writing the words on paper.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>I can understand a news article better by reading about it in a newspaper than by listening to a report about it on the radio.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>I chew gum, smoke, or snack while studying.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(continued)
**Learning Style Inventory (continued)**

<table>
<thead>
<tr>
<th></th>
<th>Often</th>
<th>Sometimes</th>
<th>Seldom</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. I think the best way to remember something is to picture it in my head.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17. I learn the spelling of words by “finger-spelling” them.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18. I would rather listen to a good lecture or speech than read about the same material in a textbook.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. I am good at working and solving jigsaw puzzles and mazes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20. I grip objects in my hands during learning periods.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21. I prefer listening to the news on the radio rather than reading the paper.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. I prefer obtaining information about an interesting subject by reading about it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23. I feel very comfortable touching others, hugging, handshaking, etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24. I follow oral directions better than written ones.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Scoring Procedures**

**Directions:** Place the point value on the line next to the corresponding item below. Add the points in each column to obtain the preference score under each heading.

- **Often** = 5 points
- **Sometimes** = 3 points
- **Seldom** = 1 point

<table>
<thead>
<tr>
<th></th>
<th>Visual</th>
<th>Auditory</th>
<th>Tactile</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VPS = Visual Preference</td>
<td>APS = Audio Preference</td>
<td>TPS = Tactile Preference</td>
<td></td>
</tr>
</tbody>
</table>

VPS = Visual Preference

APS = Audio Preference

TPS = Tactile Preference
Part 2: Your Multiple Intelligences

1. Read about seven of Howard Gardner’s multiple intelligences on page 9 of ResourceLines 9/10. The eighth one that Gardner has added to his theory is naturalistic intelligence, which includes abilities such as observing, recognizing, categorizing different species of plants and animals.

2. Complete Your Multiple Intelligences forms on the following pages. Be sure to read the statements carefully. Use the five-point scale provided and give each statement a number that best describes you.

3. Complete the Multiple Intelligences Profile on page 21. For each type of intelligence, place an X on the line that most accurately represents you. Use the information from your inventory responses to complete the profile.

Be certain to file your work.

During this course, you will complete some process work, which you should save or file. You will want this work for future discussions with your tutor/marker or for inclusion in your Showcase Portfolio at the end of this course.
## Your Multiple Intelligences*

**Name** ___________________________  **Date** ___________________________

Studies into human intelligence have shown that people are smart in multiple ways. There are eight identified Multiple Intelligences (MI):

1. **Verbal/Linguistic**: using words effectively in writing and speaking.
2. **Logical/Mathematical**: using numbers effectively, reasoning well.
3. **Visual/Spatial**: perceiving the world accurately, creating accurate mental pictures.
4. **Interpersonal**: understanding the motivation and feelings of other people.
5. **Intrapersonal**: understanding oneself and using the knowledge to live well.
6. **Bodily/Kinesthetic**: learning by doing, handling objects skillfully, using the body to express emotion, as in dance and sports.
7. **Musical**: understanding and expressing music.
8. **Naturalist**: understanding, classifying, and explaining nature.

Using the scale below, give each statement a number that best represents your response.

1 — Not at all like me  
2 — A little like me  
3 — Somewhat like me  
4 — A lot like me  
5 — Definitely me  

Add the total for each category and then identify your top five intelligences.

Remember, you have many strengths and abilities that encompass all the Multiple Intelligences. This quiz will help you identify your strongest areas.

### Verbal/Linguistic

1. I like puns and other wordplay.
2. I feel comfortable and get positive reinforcement when dealing with language and words.
3. I enjoy completing crosswords and other word games like Scrabble™.
4. I remember things exactly as they are said to me.
5. I like to take part in debates and/or discussions.
7. I enjoy keeping a written journal and/or writing stories and articles.
8. I like to read a lot.

**My Verbal/Linguistic Total**

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## Your Multiple Intelligences (continued)

### Logical/Mathematical

1. I work best in an organized work area.
2. I enjoy math and/or science.
3. I keep a “things to do” list.
4. I enjoy playing brainteasers and games that involve logical thinking, such as Jeopardy™ and Clue™.
5. I like to ask “why” questions and seek clarification of issues and concerns.
6. I work best when I have a day planner or timetable.
7. I quickly grasp cause-and-effect relationships.
8. I am good at estimating.

**My Logical/Mathematical Total**

### Visual/Spatial

1. I understand colour combinations and what colours work well together.
2. I enjoy solving jigsaw, maze, and/or other visual puzzles.
3. I read charts and maps easily.
4. I have a good sense of direction.
5. I like to watch the scenes and activities in movies.
6. I have vivid dreams when sleeping.
7. I can anticipate the moves and consequences in a game plan (e.g., hockey sense, chess sense).
8. I remember things best by seeing them.

**My Visual/Spatial Total**

### Interpersonal

1. I work best through interaction with people.
2. I enjoy team sports rather than individual sports.
3. Being around people energizes me.
4. I prefer group activities rather than ones I do alone.
5. I enjoy learning about different cultures.
6. I usually talk over my personal problems with a friend.
7. I enjoy sharing my ideas and feelings with others.
8. I work best in cooperative groups where I can discuss issues with others.

**My Interpersonal Total**

*(continued)*
### Your Multiple Intelligences (continued)

#### Intrapersonal

1. I am a private person and I like my private inner world.
2. I have a few close friends.
3. I have strong opinions about controversial issues.
4. I work best when activity is self-paced.
5. I am not easily influenced by other people.
6. I have a good understanding of my feelings and how I will react to situations.
7. I often raise questions concerning values and beliefs.
8. I understand that I am responsible for my own behaviour.

**My Intrapersonal Total**

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#### Bodily/Kinesthetic

1. I like to move, tap, or fidget when sitting.
2. I participate in extreme sports (e.g., sea kayaking, snowboarding, mountain biking).
3. I am curious as to how things feel and I tend to touch objects to examine the texture.
4. I am well coordinated.
5. I like working with my hands.
6. I prefer to be physically involved rather than sitting and watching.
7. I understand best by doing (touching, moving, and interacting).
8. I enjoy creating things with my hands.

**My Bodily/Kinesthetic Total**

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#### Musical

1. I play music in my head.
2. I make up a rhyme to remember something.
3. It is easy for me to follow the best of music.
4. I like setting sounds and poems to music.
5. I keep time when music is playing.
6. I can hear an off-key note.
7. I find it easy to engage in musical activities.
8. I feel proud of my musical accomplishments.

**My Musical Total**

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<table>
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<tr>
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</table>
Your Multiple Intelligences (continued)

<table>
<thead>
<tr>
<th>Naturalist</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I have a collection (e.g., shells, mugs, rocks, hockey cards).</td>
</tr>
<tr>
<td>2. I notice similarities and differences in trees, flowers, and other things in nature.</td>
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<tr>
<td>3. I am actively involved in protecting the environment.</td>
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<tr>
<td>4. I enjoy digging for and discovering artifacts and unusual items.</td>
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<tr>
<td>5. I prefer to be outdoors rather than indoors.</td>
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<tr>
<td>6. I like planning and caring for a garden.</td>
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<td>7. I enjoy fishing and tracking.</td>
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<tr>
<td>8. I learn best when I can go on field trips to explore and observe nature exhibits, museums, or the outdoors.</td>
</tr>
</tbody>
</table>

**My Naturalist Total**

**My Top Five Multiple Intelligences Are:**

1. _____________________________
2. _____________________________
3. _____________________________
4. _____________________________
5. _____________________________
# Multiple Intelligences Profile

Name ____________________________ Date ______________________

<table>
<thead>
<tr>
<th>Type of Intelligence</th>
<th>Most Like Me</th>
<th>Least Like Me</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal/Linguistic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logical/Mathematical</td>
<td></td>
<td></td>
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<tr>
<td>Interpersonal/Social</td>
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<tr>
<td>Musical/Rhythmic</td>
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<tr>
<td>Intrapersonal/Introspective</td>
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<tr>
<td>Visual/Spatial</td>
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<tr>
<td>Bodily/Kinesthetic</td>
<td></td>
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<tr>
<td>Naturalist</td>
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</tbody>
</table>
Part 3: Journal Entry: Multiple Intelligences and Learning Styles

You may want to reread the “Learning Experience” section on page 11 of this sequence.

Before the various process work and assignments are outlined for you, you will be given the outcomes that the work is targeting. Read these outcomes carefully, as they will help you keep your focus as you work through this course.

Below are the specific learning outcomes for the process work in this lesson.

Think about how effectively you can

- 1.1.5 reflect on what you have learned by doing a learning styles profile and a multiple intelligences inventory
- 1.2.1 gain understanding of yourself as a learner by assessing connections between new ideas presented in this lesson with what you previously knew
- 1.2.3 gain understanding of yourself as a learner by making connections between the ideas presented and the experiences you have encountered
- 2.1.1 apply your knowledge and learning experiences to develop your own ideas about yourself as a learner
- 4.1.1 generate and combine ideas from your personal learning experiences to bring into focus the topic of you as a learner
- 4.1.3 organize your ideas following the structural patterns (guided questions) provided in this lesson

You will be writing reflective journal entries throughout this course. Reflective journal entries are pieces of informal writing that can explore ideas and/or reflect on learning. Journal entries are thinking on paper! They are useful to “show” what you are learning.
There are several ways to begin writing your reflection. You may want to choose some of the following sentence starters that best suit your thinking. You do not need to use every sentence starter!

- I noticed…
- I heard / read…
- I learned… by…
- I learned… because…
- I learned… when…
- I tried…
- I wonder…
- I question whether…
- I was surprised that…
- I wish…
- I decided to…
- If only…
- I hope…

Here is a sample of part of a reflective journal entry talking about learning styles:

*I learn best when I am watching a teacher and taking notes. I do best on tests when I’ve taken notes and then read them again and again. I use different coloured highlighters that help me focus. I find that when I am just listening, when a teacher is reading a story out loud to the class, that my mind starts to wander. What I try to do is sit in the front of a class so I am more likely to pay attention.*

1. Consider the work you did in this lesson. Were you surprised by what you discovered about yourself in completing the multiple intelligences inventory and the learning style profile?
To complete Journal Entry 1, respond to the following. Title your response “Learning Style Profile/Multiple Intelligences Reflection.”

- When and under what conditions do you learn best (e.g., watching a demonstration, working alone in a quiet space, participating in a hands-on activity)? Under what conditions do you find it more difficult to learn?

- Which of the eight intelligences do you think is your strongest or are you equally balanced? Explain.

- Which type of the eight intelligences do you think is your weakest? In other words, in what areas of learning might you need assistance?

Be specific in your comments. Rather than commenting that you have difficulty with logical/mathematical intelligence, write about your difficulty with figuring the amount of change you should get back when you buy something with cash.

File your completed journal entry.