

**Learning Map**

Goals

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course: English - New Media - 11** | | | | | **Teacher: YT SAMPLE** | |
| **Big Idea:**  The exploration of text and story deepens our understanding of diverse, complex ideas about identity, others and the world | | | | | | |
| **Guiding/Essential Question:**  How does where we come from influence how we understand our place in this world? | | | | | | |
|  | | **1**  **Not Yet Meeting** | **2**  **Approaching** | **3**  **Meeting** | | **4**  **Exceeding** |
| **Content:** I know narrative structures found in Yukon First Nations texts | | I know what narrative  structure is and why it is important. | I know circular structures of texts. | I know iterative  (repetitive) structures of texts. | | I know cyclical structures of texts. I know how different  narrative structures are used within texts. |
| **Curricular Competencies: Comprehend and Connect** | I can read for enjoyment and achieve personal goals. | I can choose texts that I am interested in and like. I can set a goal related to my text. | I can identify texts that I enjoy by type/genre and describe why I enjoy them. I can make a plan to reach a personal goal I set related to my text. | I can talk about/ recommend texts that I enjoy to others. I can implement a plan  to reach a goal I set related to my text. | | I can review books based on criteria and describe why I did or did not enjoy them. I can adjust and reflect my plan about a goal I set related to my text. |
| I can recognize the influence of land/place in Yukon First Nations and other Canadian texts. | I can identify the land/places of my home. | I can identify and describe how land/place plays a role in Yukon First Nations and Canadian texts. | I can identify and describe the influence of land/place in Yukon First Nations and Canadian texts. | | I can compare the importance/influence of place in different Yukon First Nations and Canadian texts. |
| **Curricular Competencies: Create and Communicate** | I can evaluate how literary elements and new media techniques and devices reflect different purposes and audiences. | I can identify literary elements (text structures, characterization, setting). I can describe how these elements influence audience. | I can identify new media techniques (advocacy, community, propaganda, manipulation). I can describe how these techniques influence audience. | I can describe how the author/creator uses literary elements and new media techniques to communicate purpose. | | I can analyze the motivation of an author/creator’s purpose. I can make a suggestion/offer advice to an author. |
| I can respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and  extend thinking. | I can share my ideas. I can identify and describe my viewpoint. | I can consider and show respect for another’s viewpoint. | I can build on another’s viewpoint. | | I can challenge myself to transform my ideas and viewpoints to include another. |