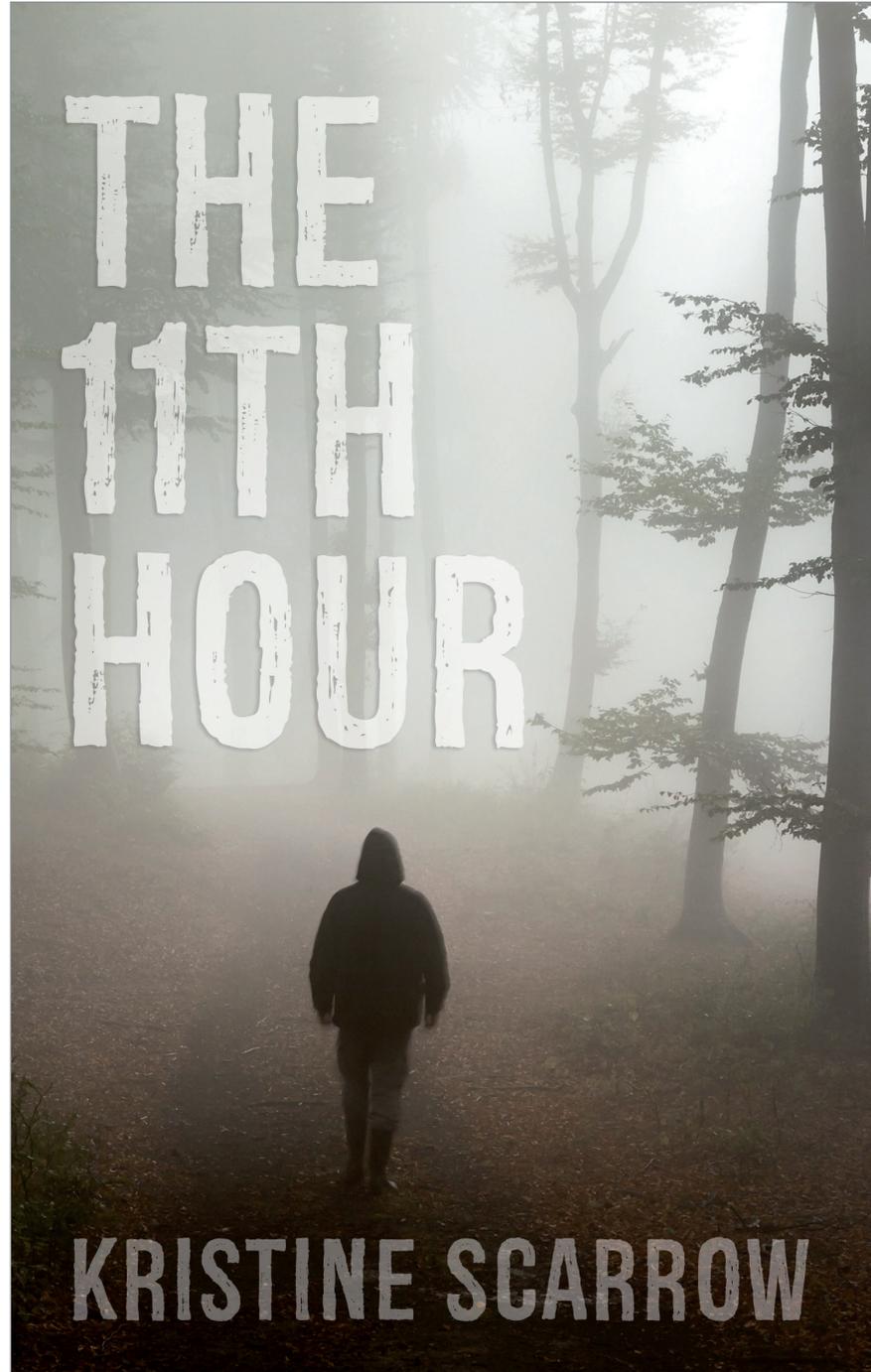


TEACHERS' GUIDE



By Catherine Vincent

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I. OVERVIEW

SUMMARY

Annika Dietty is a seventeen-year-old student who excels at academics, dance, and cheerleading — and is in love with Dylan Sopick, the star basketball player at her school. As Annika’s relationship with Dylan deepens, she finds herself wanting to spend most of her time with Dylan. The extracurricular activities, part-time work, and friendships that used to occupy all her time no longer hold as much value for her.

Annika’s parents disapprove of their relationship because Annika no longer seems like the daughter they know, and they believe that Dylan doesn’t have Annika’s best interests at heart. Forced to choose between her parents and Dylan, Annika decides to run away with Dylan, though she feels deeply conflicted about it. On a Saturday morning, while her family is still asleep, Annika and Dylan leave behind everything they’ve ever known in the hope that they can have a bright future together.

Passion, optimism, and fantasies initially fuel their adventure, but Annika notices that Dylan keeps struggling to overcome every obstacle that they encounter, and that what he perceives is not necessarily the same reality that she experiences. As their relationship unravels, Annika starts to realize that he may have mental health issues beyond her understanding or ability to help, and that her life may be in grave danger.

ABOUT THE AUTHOR

Kristine Scarrow is the author of *If This Is Home* and *Throwaway Girl*. She is currently the writer-in-residence at Saskatoon’s St. Paul’s Hospital as part of the Healing Arts Program. Kristine lives in Saskatoon, Saskatchewan.

THEMES

- Identity
- Self-esteem/confidence
- Healthy and unhealthy relationships
- Relationships between parents and teenagers
- Romantic relationships
- Friendships
- Mental health issues and stigma
- Resilience
- Perspective
- Perception vs. reality
- Leadership
- Honesty

PRE-READING ACTIVITIES

JOURNAL ENTRIES

Have students write in their journals in response to the following prompts. Their responses can then be shared in a class discussion, which will allow you to introduce relevant topics such as making inferences, writing supported opinion paragraphs, and elements of the story (setting, characterization, symbolism, and theme).

Activity d) can be adapted for small groups and delivered as a whole class lesson. As an extension, students can roleplay scenarios that depict unhealthy vs. healthy relationships.

A) A ROOM FULL OF STORIES

Draw a sketch of the layout of your room, including the objects that you have accumulated over the course of your life.

The items that you collect over your lifetime can reveal volumes about you. Consider eight to ten objects in your room. What stories do these items reveal about who you are?

These objects may tell someone information about

- your age, sex, gender, sexual orientation, race, ethnicity, ability, family structure, class, education level, culture, languages, geographic location, country of origin, nationality, religion, etc.
- your personality traits
- your strengths
- your favourite things, hobbies, and interests
- your membership in clubs and other social groups
- important people and events in your life
- places that you've travelled to
- your goals and wishes
- your achievements
- your motivations
- your fears
- your beliefs and values about life
- your perspective and attitude towards life

B) WHAT'S IN YOUR BACKPACK?

Imagine that you are going to leave behind everything you've ever known in pursuit of an adventure. However, you can only bring what you can fit in your backpack.

What would you choose to bring? Make a list of items and provide explanations for each choice. Make sure that you only bring what you can stuff in your backpack and no more than that!

Reflect: Did you choose to bring items that were practical and would help you survive? Or did you pick items that had sentimental value? Some of both?

C) MY MOTTO ABOUT LIFE ...

A motto is a short sentence or phrase that represents the motivation, beliefs, or ideals of an individual. What are your beliefs and ideals about life?

Here are some examples of mottos:

- Proceed with caution.
- Observe and learn.
- Live life to the fullest!
- The glass is half empty.
- Be a good person.
- I'll give it my best shot.
- I'll believe it when I see it.
- Family first!
- Trust no one.
- My faith keeps me going.
- Question everything.
- Go for it!

Create a motto for yourself. Share three beliefs or ideals that are represented by your motto.

D) WHAT MAKES A HEALTHY RELATIONSHIP?

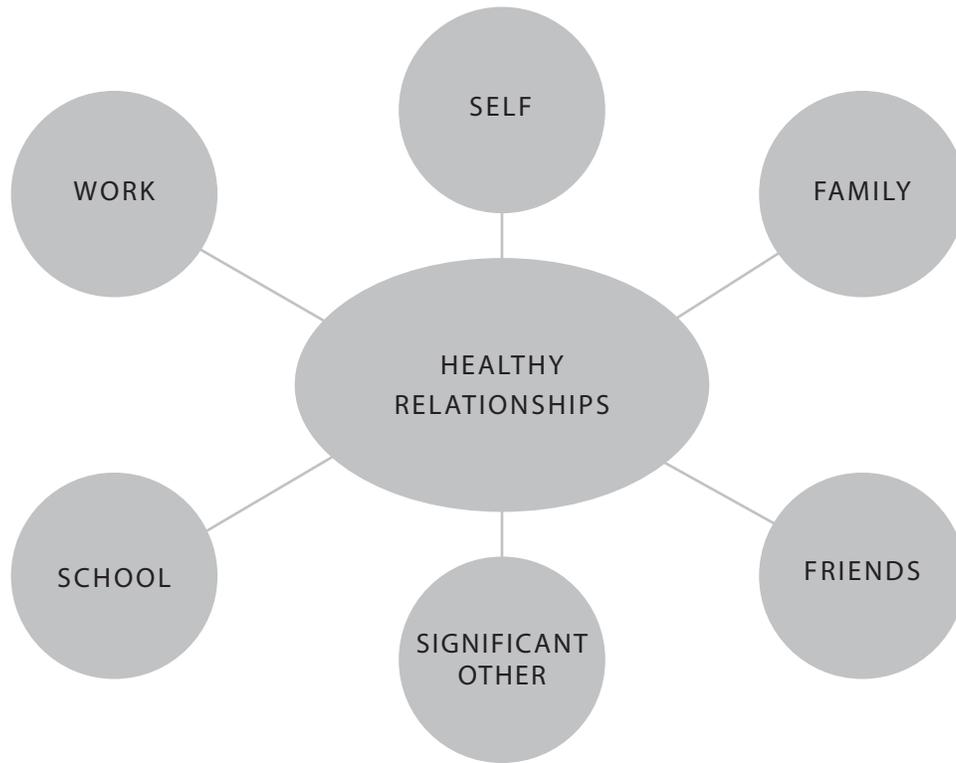
You will encounter many important relationships in your life: your lifelong relationship with yourself as well as relationships with family members, friends, teachers and classmates at school, employers and co-workers, and significant others.

Which of these relationships is the most important to you? Why?

Take a few minutes to brainstorm about what a healthy relationship means to you. Remember to think about multiple types of relationships.

<p>What does a healthy relationship between two people look like?</p> <p>How do people behave towards each other?</p> <p>What non-verbal communication do you notice?</p>	
<p>What does a healthy relationship sound like?</p> <p>What might people say to each other? What topics might people avoid talking about?</p> <p>How do people sound when they speak and listen to each other?</p>	
<p>What does a healthy relationship feel like?</p> <p>Consider the four basic emotions: happy, sad, scared, and angry. Which of these emotions would you prefer to feel in a relationship?</p> <p>What other emotions can you think of to describe how people feel in a healthy relationship?</p> <p>How do you think people deal with difficult emotions in a healthy relationship?</p>	

Make a mind map to explore what each of these types of relationships looks, sounds, and feels like when healthy.



E) BOUNCING BACK LIKE A RUBBER BAND ...

According to the Oxford English Dictionary, resilience is defined as “the capacity to recover quickly from difficulties; toughness” or “the ability of a substance or object to spring back into shape; elasticity.”

Think of someone you know who has demonstrated resiliency. Explain why this person is resilient by providing three supporting examples.

F) STIGMA AND MENTAL HEALTH

At the root of this dilemma is the way we view mental health.... Whether an illness affects your heart, your leg, or your brain, it's still an illness, and there should be no distinction.

— Michelle Obama

Do you agree or disagree with Michelle Obama’s perspective that a mental health issue should be considered an illness the same way a physical health issue is considered an illness? Provide three reasons to support your opinion.

HOW DO MENTAL HEALTH ISSUES AFFECT CANADIAN YOUTH?

Complete a KWL chart about the following question: How do mental health issues affect Canadian youth?

- First, activate your knowledge about the topic by completing the first column (What I know).
- Next, write down any questions you might have in the second column (What I would like to know).
- On pages 187–88 of the novel, the author has listed several websites that provide information and help about how mental health issues affect Canadians. A few websites focus on Canadian youth in particular. Browse a few of the websites briefly, and then choose one website to explore in more detail.
- Take notes on what you learned about how mental health issues affect Canadian youth by completing the third column (What I learned).

K WHAT I KNOW	W WHAT I WOULD LIKE TO KNOW	L WHAT I LEARNED

IDENTIFY THE AUTHOR'S PURPOSE

- Read and take brief notes on the summaries provided on the back cover of *The 11th Hour* and on pages 190–91 of the text (two other novels written by Kristine Scarrow, *If This is Home* and *Throwaway Girl*).
- Next, visit the author's website, kristinescarrow.com, and write down five interesting facts that you learned about Kristine Scarrow's life and writing.
- Based on the notes you've taken on the three summaries and the information provided on the author's website, what do you think her purpose could be in writing *The 11th Hour*? Provide reasons to support your opinion.

JUDGE A BOOK BY ITS COVER

Use what you know about the textual features and stylistic elements of the novel form to make inferences about the plot.

- What does the phrase “the 11th hour” make you think about?
- Look at the title. What do you associate with words depicted in the all-caps font style?
- Describe the image on the front cover. What mood does the image convey?
- On the back cover, read Alice Kuipers's endorsement, the summary, and the author bio.

Based on the evidence presented, make three to five inferences about what will happen in the story.

III. DURING-READING ACTIVITIES

- Have students take notes as they read to keep track of the elements of plot as the story unfolds. Encourage students to be active, rather than passive, readers. Explicitly teach students about the different kinds of annotations that can be made, and then model making annotations by thinking out loud as you engage with the text.
- Model reading comprehension strategies such as activating prior knowledge on a topic, using the text features and stylistic elements of a specific text form to interpret meaning, visualization, learning vocabulary using context clues, reading carefully and underlining or highlighting key ideas, breaking longer sections of writing into shorter chunks and then summarizing main ideas, asking clarifying questions, rereading passages, reading out loud, determining the relationships between ideas, tracking the organization of ideas, using word choice to determine tone, and identifying the author's purpose and target audience.
- Ask students to reflect on their strengths and preferences by identifying the strategies that they find helpful to use during reading to understand and interpret text.

CHAPTER SUMMARIES

Write chapter summaries for each chapter so you can keep track of the events of the story as told from Annika and Dylan's alternating perspectives.

Note that chapter summaries will not include dialogue, quotations from the text, or your opinions in reaction to the story.

Keep your summaries short and concise, focusing on the events that occur in chronological order.

SETTING

A story cannot exist without a time and place. Setting is an important element of the story that can provide context, evoke emotions, foreshadow an event, create conflict, develop a character, and symbolize a theme.

Describe each major setting in the novel by completing the organizer below.

Time:	Place:
Atmosphere:	Tone:

How does the setting reflect the social environment in which the characters live?

What important events occur in this setting?

How does this setting affect the behaviour of the characters?

How does the setting symbolize a theme?

SIGNIFICANT QUOTATIONS

Write down important quotations with accompanying explanations about the significance of each quotation.

Does the quotation introduce the setting, advance the plot, develop a conflict, create suspense, provide insight into a character's personality or motivations, explore a strengthening or changing relationship dynamic, feature a literary device such as foreshadowing, or illustrate a theme?

Speaker:	Who is being spoken to?
Quotation and page number:	Significance:

Speaker:	Who is being spoken to?
Quotation and page number:	Significance:

MAKING CONNECTIONS

There are three ways to make connections while you read:

1. Make connections to your personal experiences or the experiences of people you know.
2. Make connections to other texts that you have read, viewed, or listened to (e.g., articles, essays, short stories, novels, films, YouTube videos, podcasts).
3. Make connections to current or historical global issues.

MAKING ANNOTATIONS

Be an active reader by making annotations, or notes, on sticky notes as you progress through the novel. An annotation can be a prediction, summary, question, inference, connection (to self, to text, to the world), opinion, or feeling. Alternatively, you can use the organizer below to record your annotations for each chapter.

Make a prediction:	Summarize it:	Ask a question:
Make a connection to a personal experience:	Make a connection to another text:	Make a connection to a past or present world issue:
Make an inference:	Share an emotion:	Form an opinion:

CHARACTERIZATION

We learn about characters through their emotions, thoughts, words, and actions, as well as what others say about them. For each character, provide three personality traits, evidence from the text to support each trait, and explanations that show how the evidence demonstrates a particular trait.

PERSONALITY TRAIT	EVIDENCE FROM TEXT WHAT CHARACTER FEELS, THINKS, SAYS, OR DOES WHAT OTHERS SAY ABOUT CHARACTER	EXPLANATION

VOCABULARY

If you make a sustained effort to learn new words whenever you encounter them, your reading, writing, speaking, and listening skills will keep improving! For each word that you don't know, figure out the meaning by doing the following:

- Look at the word in the context of the passage. What clues do the words or sentences surrounding the word tell about the meaning of the word?
- Do you know the prefix, root, or suffix of the word?
- Do you know which part of speech the word is?
- Maybe you don't know the exact meaning of the word, but you've heard the word spoken before. Can you use the word in a sentence?
- If you haven't figured out the meaning yet, look up the word in a dictionary, and add it to your vocabulary list!

WORD	DEFINITION	EXAMPLE FROM TEXT	WRITE A SENTENCE

WORD	DEFINITION	EXAMPLE FROM TEXT	WRITE A SENTENCE

IV. POST-READING ACTIVITIES

- The opinion piece can be adapted so that students write an opinion essay, present a speech, write a script for a video or podcast, or prepare for a class debate.
- Plan accordingly for lessons in the following areas: elements of the writing process, clauses, types of sentences, sentence variety, adding appropriate transitions, providing types of evidence, distinguishing between fact and opinion, linking arguments and evidence through analysis, creating topic sentences and thesis statements, integrating quotations, paragraph writing, essay writing, giving presentations, essay structure, media literacy, etc.
- When evaluating student work, make sure that categories of knowledge and skills are generally assessed in a balanced way, though you may focus on particular categories at times as needed.
- A sample achievement chart has been provided as a marking rubric, which can be applied to all post-reading activities in this guide.

IF THEY USED SOCIAL MEDIA ...

Purpose: To represent the complexities of a main character and their relationships with other characters in a real-world context.

Task: Create a Facebook profile, Instagram account, YouTube channel, podcast series, blog website, or Twitter account for one of the characters in the novel.

Steps to follow:

1. Choose a character and a social media format.
2. List the features of your chosen social media website or app.
3. Generate ideas — How do you want to portray your character? What might your character say and do on social media? How will you convey background information, personality traits, motivations, attitude, beliefs, ideals, and perspective? How will you represent the important relationships in your character's life?
4. Gather evidence — Use your annotations from the during-reading activities to find evidence to support your social media portrayal of your character. Include at least twelve pieces of information about your character.
5. Write a reflection that combines steps 3 and 4 to explain the meaning behind your choices.
6. Sketch an outline — Adapt to the format of your social media website or app.
7. Create your first draft.
8. Assess your work — Use the achievement chart to assess how you're doing in the categories of knowledge and understanding, critical thinking, application, and communication.

9. Ask a peer to assess your work — Ask a classmate to read your first draft and provide comments about strengths and suggestions for improvement.
10. Create the final draft.
11. Submit all evidence of each completed step.

REWRITE A SCENARIO

Purpose: To apply your knowledge of the features and form of the novel and the elements of story in *The 11th Hour*.

Task: Rewrite a scene of your choice from the novel.

Steps to follow:

1. Choose a scenario that you would like to revisit.
2. Summarize the scenario. What was the setting? Who was there? What was the context? What was the main conflict? What theme(s) were conveyed?
3. Rewrite the scenario. What could each character think, say, and do differently to achieve a better outcome? Make sure that your changes make sense — they should reflect what each character might actually think, say, and do.
4. Assess your work. Use the achievement chart to assess how you're doing in the categories of knowledge and understanding, critical thinking, application, and communication.
5. Ask a peer to assess your work. Ask a classmate to read your first draft and provide comments about strengths and suggestions for improvement.
6. Create the final draft.
7. Submit all evidence of each completed step.

WRITE AN OPINION PIECE

Purpose: To communicate your analysis of a complex topic by writing a supported opinion piece.

Task: Choose an essay question to explore. Use your annotations from during-reading activities to help you analyze information from the text. Create a thesis statement, make three points, gather evidence from the text to support each point, and analyze how the evidence connects to each point.

Essay topics:

- Who is more resilient? Analyze how each character faces obstacles. Consider whether each character demonstrates qualities such as resourcefulness, problem-solving, perseverance, grit, and optimism. What other traits do resilient people possess?
- Who demonstrates true friendship? What qualities make someone a good friend?
- Who is the better leader? What qualities make a good leader?
- Explore what could have changed if Dylan had told the truth from the start.

- Is Dylan's behaviour a result of his past experiences?
- Dylan's motto is "go big or go home." Explain how he lives this motto.
- What would Annika's motto be? What beliefs and ideals does Annika have?
- "We can complain because rose bushes have thorns, or rejoice because thorn bushes have roses." Discuss how this quote by Abraham Lincoln can be applied to the text. Compare Annika and Dylan's perspectives towards life.
- What stories do the objects in Annika's room tell about her?
- Compare Annika's life before and after she meets Dylan.
- What are Dylan's most inspiring qualities?
- What are Annika's most inspiring qualities?
- How does Dylan help Annika grow as a person?
- Prove that Annika and Dylan are in an unhealthy relationship from the beginning.
- What choices does the author make to present Annika in a sympathetic light?
- How does the author's choice to present Dylan's point of view make the reader think about mental health differently?

Steps to follow:

1. Choose a topic.
2. Generate ideas. Brainstorm on your chosen topic. Use an appropriate organizer to help you generate ideas. Make a list, draw a mind map, complete a t-chart or Venn diagram, record yourself talking about it, or free-write.
3. Create a thesis statement. Your thesis statement contains the topic, your opinion, and an overview of three points that will develop your thesis.
4. Outline — Complete the outline of your thesis statement and three points, with accompanying evidence and analysis to support each point.
5. First draft — Write the first draft of your opinion piece. Make sure it has an introduction, a body, and a conclusion.
6. Self-assessment — Use the achievement chart to assess how you're doing in the categories of knowledge and understanding, critical thinking, application, and communication.
7. Peer assessment — Ask a classmate to read your first draft and provide comments about strengths and suggestions for improvement.
8. Final draft — Write the final draft of your opinion piece.
9. Submit all evidence of each completed step. Remember to provide evidence of each completed step to show that you have engaged in the writing process!

Once you have created a thesis statement and chosen three points to develop your opinion, complete the outline below. For each point, provide accompanying evidence from the text and an explanation of how the evidence connects to your point.

INTRODUCTION	State topic & your opinion:
POINT 1	Transition: _____
EVIDENCE FROM TEXT	Transition: _____
EXPLANATION	Transition: _____
POINT 2	Transition: _____

EVIDENCE FROM TEXT	State topic & your opinion:
EXPLANATION	Transition: _____
POINT 3	Transition: _____
EVIDENCE FROM TEXT	Transition: _____
EXPLANATION	Transition: _____
CONCLUSION	Transition: _____ Restate the topic and your opinion in a new way.

V. EXTENDING LEARNING

The 11th Hour provides numerous opportunities for students to explore a topic or theme beyond the novel's contents with both breadth and depth and for cross-curricular learning. As many topics relate to current social issues that may affect students personally, if you decide to facilitate a class discussion or activity about a particular topic, careful consideration must be given to provide a safe and inclusive environment for students. It is your responsibility to provide students with sufficient information about an activity beforehand so they can make informed choices about whether to participate, observe passively, or leave the classroom if needed. Facilitate the activity conscientiously while being responsive to the needs of your students, and don't forget the importance of debriefing heavy topics with students afterward.

Subject teachers are not trained psychologists or social workers. It is not up to the teacher to provide a therapy session for students who may be personally affected by a topic. Be ready to connect a student to other caring adults who can provide guidance and access to resources beyond the realm of your knowledge. Consult other experienced classroom teachers, your department head, and your administration while planning to ensure lessons are appropriate, relevant, and helpful. If possible, invite a trained counsellor, such as a school guidance counsellor, child and youth worker, social worker, or school psychologist, to collaborate with you in delivering this unit.

WHOLE-CLASS ACTIVITIES

To explore a particular topic or theme in more depth with your students as a class, facilitate a class discussion by using one of the following activities:

If it's a yes/no or agree/disagree question:

- Have students close their eyes and then indicate their choices by raising their thumbs up for **yes**, thumbs down for **no**, and thumbs sideways for **undecided, yes, but ...**, or **no, but ...**. Keeping eyes closed allows students to focus on forming their own opinions about the topic, rather than following the lead of their strongly opinionated peers.
- Designate the opposite ends of the classroom as **yes** versus **no**, and tape chart paper labelled accordingly to the walls. Have students choose a stance and head to the appropriate end of the classroom with markers to scribble their answers on the chart paper labelled with their chosen stance. Within each group, have students briefly read and discuss their answers. Then have a speaker from each group share key ideas with the class.
- If it's a yes/no question that creates responses that lie on a spectrum between **yes** and **no** or **agree** and **disagree**, have students line up in the following order: **strongly agree, agree, slightly agree, neutral, slightly disagree, disagree, strongly disagree**. Fold the line so that each student is facing someone from a different grouping. Have students converse and then share each other's perspective.

If it's an open-ended question:

- Have students write their responses on sticky notes and then display them on chart paper or a wall section. Alternatively, while sitting in a circle, students can write their responses on pieces of paper, which they can then crumple up and throw into the centre of the class. Each student can pick up someone else's piece of paper and read it out loud. Students can then organize each response into categories.
- Have students pick one of the answer types: **positive**, **negative**, or **interesting**, and then share their response with the class.
- In small groups, students can use a tool created by Edward De Bono to practise problem-solving — putting on six different thinking hats: 1) white hat: facts; 2) orange hat: emotions; 3) yellow hat: positives; 4) black hat: negatives; 5) green hat: creativity; 6) blue hat: control (managing the problem-solving process).

Possible topics for whole-class activities:

- What can individuals, families, schools, and larger communities do to better address mental health issues?
- What can our school do to remove stigma and raise awareness about mental health issues?
- What can be done to remove stigma and raise awareness about mental health issues?
- Explore the relationship between physical activity and mental health.
- Explore the role that social media plays in teenagers' daily lives and relationships.
- What is the relationship between social media use and mental health?
- How does this story relate to what's going on in the world today?
- How does gun violence affect youth in Canada, the United States, and other countries?
- What are the effects of drug use on youth?
- Connect an idea from the novel to your own knowledge, experience, and ideas.

INDIVIDUAL ACTIVITIES

Research Report: Choose a topic from the above list and write a research report. Focus on facts, statistics, research findings, and opinions from experts in the field. For example, have students research alcohol, cannabis, prescription drugs, caffeine, or another drug, focusing on how the drug affects an individual physically, mentally, emotionally, socially, and academically.

More Movement, More Mental Health: Exploring the Relationship between Physical Activity and Mental Health

Students can create a log of their thoughts and feelings before and after engaging in a non-sedentary activity. After four weeks of frequent physical activity (three to seven days per week for at least twenty minutes), have students analyze their logs and write a reflection.

Survey Says ...: Create a survey about one of the above topics to be distributed to a representative sample size of students at your school. Make sure that questions are relevant and free from bias. Collect and analyze data, and then share findings in a report or presentation.

VI. APPENDIX: ACHIEVEMENT CHART

CATEGORIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Knowledge of content (e.g., forms of text; strategies associated with reading, elements of style; terminology; conventions)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with high degree of effectiveness
Use of processing skills (e.g., making inferences, interpreting, analyzing, detecting bias, synthesizing, evaluating, forming conclusions)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Expression and organization of ideas and information (e.g., clear expression, logical organization)	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness

CATEGORIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Communication for different audiences and purposes (e.g., use of appropriate style, voice, point of view, tone)	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with high degree of effectiveness
Use of conventions (e.g., grammar, spelling, punctuation, usage)	uses conventions, with limited effectiveness	uses conventions, with some effectiveness	uses conventions, with considerable effectiveness	uses conventions, with a high degree of effectiveness
Application of knowledge and skills (e.g., concepts, strategies, processes) in familiar contexts Transfer of knowledge and skills (e.g., concepts, strategies, processes) to new contexts	applies knowledge and skills in familiar contexts with limited effectiveness transfers knowledge and skills to new contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness transfers knowledge and skills to new contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness transfers knowledge and skills to new contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between the text and personal knowledge or experience, other texts, and the world outside the school; between disciplines)	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

VII. SUBJECTS AND ONTARIO CURRICULUM EXPECTATIONS

FOR SECTION II: PRE-READING ACTIVITIES

English: Grades 7–9 Curriculum Expectations

Writing

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience

Reading

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning

Applies to: Journal Entries (A Room Full of Stories; What’s in Your Backpack?; My Motto About Life; What Makes a Healthy Relationship?; Bouncing Back Like a Rubber Band ...; Stigma and Mental Health); How do Mental Health Issues Affect Canadian Youth?; Identify the Author’s Purpose; Judge a Book by Its Cover

Healthy Active Living Education Grades 7–9 Curriculum Expectations

Living Skill

1. Demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

C. Healthy Living

- C1. Demonstrate an understanding of factors that contribute to healthy development
- C2. Demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being
- C3. Demonstrate the ability to make connections that relate to health and well-being — how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being

Applies to: Journal Entries (What Makes a Healthy Relationship?; Bouncing Back Like a Rubber Band ...; Stigma and Mental Health); How do Mental Health Issues Affect Canadian Youth?

FOR SECTION III: DURING-READING ACTIVITIES

English: Grades 7–9 Curriculum Expectations

Reading

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
2. Recognize a variety of text forms, text features, and stylistic elements, and demonstrate understanding of how they help communicate meaning
3. Use knowledge of words and cueing systems to read fluently
4. Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading

Writing

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience

Applies to: Chapter Summaries; Setting, Significant Quotations; Making Connections; Making Annotations; Characterization; Vocabulary

FOR SECTION IV: POST-READING ACTIVITIES AND EXTENDED LEARNING

English: Grades 7–9 Curriculum Expectations

Reading

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
1. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning

Writing

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience
2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
4. Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process

Media Studies

1. Demonstrate an understanding of a variety of media texts
2. Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
3. Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques
4. Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts

Oral Communication

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
3. Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations

Applies to: If They Used Social Media ...; Rewrite a Scenario; Write an Opinion Piece; Research Report, More Movement, More Mental Health; Survey Says ...

Exploring Family Studies: Grades 9–10 Curriculum Expectations

A. Research and Inquiry Skills

A1. Exploring: explore topics related to individual and family needs and resources, and formulate questions to guide their research

A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate research and inquiry methods

A3. Processing Information: assess, record, analyze, and synthesize information gathered through research and inquiry

A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

B. Self and Others

B1. Relating to Others: demonstrate an understanding of various types of relationships and of skills and strategies for developing and maintaining healthy relationships

C. Daily Living Skills

C1. Decision Making and Problem Solving: demonstrate the ability to apply decision-making and problem-solving strategies and skills, particularly within a family context

C2. Managing Resources: demonstrate an understanding of strategies and skills that can be used to manage resources to meet the needs of the family and its individual members

C3. Practical Skills: demonstrate an understanding of practical skills and knowledge needed to safely and effectively perform day-to-day tasks that help meet their needs and those of the family

D. Exercising Responsibility

D1. Personal Responsibilities: demonstrate an understanding of their responsibilities related to their personal well-being and that of their family, and of how they can maintain their health and well-being

Applies to: If They Used Social Media ...; Rewrite a Scenario; Write an Opinion Piece; Research Report; More Movement, More Mental Health; Survey Says ...

Dynamics of Human Relationships: Grade 11 Curriculum Expectations

A. Research and Inquiry Skills

- A1. Exploring: explore topics related to healthy relationships, and formulate questions to guide their research
- A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods
- A3. Processing Information: assess, record, analyze, and synthesize information gathered through research and inquiry
- A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills

B. Personal Growth and Development

- B1. Personal Well-Being: demonstrate an understanding of the components of personal well-being, how to achieve and maintain it, and its importance throughout the life course
- B2. Self-Concept and Self-Esteem: explain how self-concept and self-esteem influence personal well-being
- B3. Self-Concept and Healthy Relationships: demonstrate an understanding of how self-concept influences an individual's interactions with others

C. Healthy Relationships

- C1. Healthy Relationships Over a Lifetime: demonstrate an understanding of the range of relationships people experience over a lifetime and of the differences between healthy and unhealthy relationships
- C2. Social and Cultural Influences: demonstrate an understanding of various social and cultural influences on relationships
- C3. Dynamics and Challenges That Affect Relationships: demonstrate an understanding of various dynamics and challenges that can affect relationships
- C4. Building Healthy Relationships: demonstrate an understanding of skills and strategies that help people to develop and sustain healthy relationships

E. Interpersonal Skills

- E1. Making Decisions: demonstrate an understanding of effective decision-making processes in a variety of social contexts
- E2. Communicating Effectively: demonstrate an understanding of effective communication skills and their role in maintaining healthy relationships

E3. Resolving Conflicts: demonstrate an understanding of effective strategies for resolving conflicts in human interactions

E4. Enhancing Relationships through Community Involvement: analyze and assess social-action initiatives that support or contribute to healthy relationships and/or healthy communities, and design and implement an initiative of their own.

Applies to: If They Used Social Media ...; Rewrite a Scenario; Write an Opinion Piece; Research Report; More Movement, More Mental Health; Survey Says ...

Introduction to Anthropology, Psychology, and Sociology: Grade 11 Curriculum Expectations

A. Research and Inquiry Skills

A1. Exploring: explore topics related to anthropology, psychology, and sociology, and formulate questions appropriate to each discipline to guide their research

A2. Investigating: create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods

A3. Processing Information: assess, record, analyze, and synthesize information gathered through research and inquiry

A4. Communicating and Reflecting: communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills

Applies to: If They Used Social Media ...; Rewrite a Scenario; Write an Opinion Piece; Research Report; More Movement, More Mental Health; Survey Says ...