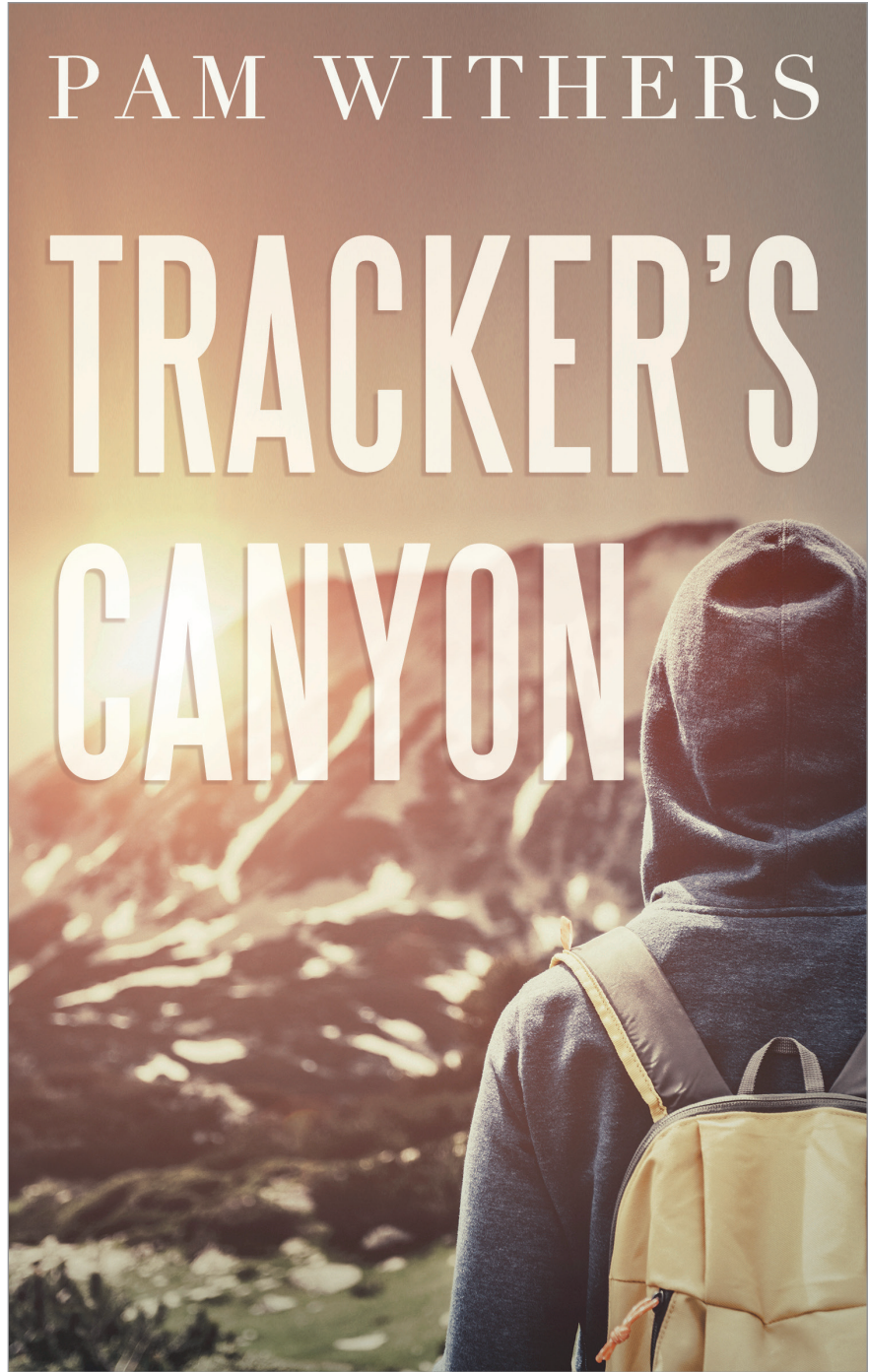


# TEACHERS' GUIDE

PAM WITHERS

# TRACKER'S CANYON



By Jonathan Wardle

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# I. OVERVIEW

## BOOK SUMMARY

Tristan Gordon is a sixteen-year-old boy living in Squamish, British Columbia. After his father disappears following an ill-fated canyoneering expedition in nearby Swallow Canyon, Tristan is left to take care of himself and his depressed mother, Mary. His Uncle Ted helps them by taking over the family business, a canyoneering store, and hiring the flaky Elspeth to help care for Mary.

Twelve-year-old Dean and his sister, nineteen-year-old Brigit, are new in town. Tristan quickly recognizes that they share his passion for canyoneering. In fact, the mysterious Brigit works for a local canyoneering expedition company and offers Tristan a free trip to Swallow Canyon. He convinces his mother and uncle to allow him to go, but is immediately suspicious of Brigit and her motives. Why does she want him to come? How does she know so much about him and his father? During the canyoneering expedition, Tristan learns that Brigit knows more about his father than he could have imagined. As suspicion grows, Tristan becomes aware of details about his new friends that are shocking. Can he trust these people? What do they want from him?

As his mother continues to fall deeper in to her depression, Elspeth insists that in order to help her become well, Tristan needs to return to Swallow Canyon and find a personal item of his father's. Her instinct tells her that something is waiting to be found, and only Tristan can find it. Since his body was never recovered, Elspeth explains, a personal item is all that will provide closure for the family. As Brigit, Tristan, and another new friend, Dominik, join up on a search and rescue mission to Swallow Canyon in order to find a trace of his missing father, a suspenseful tale of revenge, deceit, and mental illness unravels.

## ABOUT THE AUTHOR

Pam Withers is an award-winning young adult/middle grade author of nineteen adventure books that are especially popular with teenage boys, including reluctant readers. She's also a boys' literacy advocate, speaker (parenting groups, library, and school visits), and a blogger on parenting boys and more. She co-authored *Jump-Starting Boys: Help Your Reluctant Learner Find Success in School and Life*.

## THEMES EXPLORED IN *TRACKER'S CANYON*

- Mental illness/depression
- Grieving/loss
- Independence
- Friendship

- Family
- Trust
- Relationships between mothers and sons

## **AREAS OF FOCUS**

- Canadian geography — British Columbia
- Canyoneering (equipment, methods)
- Animal tracking (methods, uses)
- Mental illness (stigmas, symptoms, awareness)
- Outdoor survival

## II. PRE-READING ACTIVITIES

The book introduces some activities and themes that may be new to your students. The following may be helpful before starting the book.

### INTRODUCTION TO CANYONEERING

The sport of canyoneering and its related equipment is a big part of the book. It's an extremely interesting sport that has been popular in Europe for years, but is in its infancy in North America. In order to build students' understanding of this topic, here are some pre-reading activities that will build knowledge and improve understanding.

- Begin with a quick look at the trailer for the canyoneering film *Down the Line* at [reelhouse.org/fxderuydts/downtheline/downtheline](http://reelhouse.org/fxderuydts/downtheline/downtheline).
- Using the equipment research sheet provided (**BLM 1**), have students look up these websites:
  - [backcountry.com/explore/essential-gear-for-canyoneering](http://backcountry.com/explore/essential-gear-for-canyoneering)
  - [thrillspire.com/list-of-equipment-used-for-canyoneering](http://thrillspire.com/list-of-equipment-used-for-canyoneering)
- Display a map of British Columbia in your classroom. Although not mentioned in the text, the book is set in Squamish, B.C., and some of the main characters have just moved to Squamish from Lillooet, B.C. Ask students to identify these areas on the map and take note of the natural landscape in this part of British Columbia. What elements of the natural landscape make this an excellent area for canyoneering?
- Have students create a pamphlet for B.C., tourism that highlights Squamish as a canyoneering destination. Use the provided research sheet (**BLM 2**) to help focus their thinking.

### MENTAL ILLNESS (ACTIVITY AND DISCUSSION)

*Tracker's Canyon* presents very clear cases of characters suffering from mental illnesses. The protagonist's mother, Mary, is bedridden following the disappearance of her husband. We slowly discover that Brigit, a main character, has stopped taking her medication and is displaying signs of paranoia and delusion. It will be of great benefit to have your students do some preliminary work on mental illness in general prior to reading *Tracker's Canyon*.

## DEFINING STIGMA

Facilitate a discussion about the stigma of mental illness. Define stigma for the students by reading or displaying this definition:

**Stigma refers to a cluster of negative attitudes and beliefs that motivate the general public to fear, reject, avoid and discriminate against people with mental illnesses. Stigma is not just a matter of using the wrong word or action. Stigma is about disrespect. It is the use of negative labels to identify a person living with mental illness. Stigma is a barrier. Fear of stigma and the resulting discrimination discourages individuals and their families from getting the help they need.**

(SAMHSA, "School Materials for a Mental Health Friendly Classroom," 2004)

## TERMS RELATED TO STIGMA

**Stereotype:** "A person or thing that conforms to an unjustly fixed impression or attitude." Stereotypes are attitudes about a group of people (e.g., "All people with mental illness are dangerous").

**Prejudice:** "A preconceived opinion." Prejudice is agreeing with a stereotype (e.g., "I think people with mental illness are dangerous").

**Discrimination:** "Unfavourable treatment based on prejudice." Discrimination is the behaviour that results from stereotypes and prejudice (e.g., "I don't want people with mental illness around me; therefore, I discriminate against them by not hiring them, not being friends with them, etc.").

(All definitions from the *The Concise Oxford Dictionary*, 1996)

## QUESTIONS TO GUIDE DISCUSSION

- What are some of the negative things you have heard about people with mental illness? (Responses may include things like a link to violence, etc.)
- What are some of the positive things you have heard about mental illness? (Responses may include things like a link to creativity.) While this may be seen as positive, remind students that generalizing can also be a form of stereotyping.
- Why do you think people with mental illness are stigmatized? (Possible answers include "They are seen as being different," and "People don't really know the facts about mental illness.")
- Can you think of any other health conditions or social issues that have been stigmatized throughout history? (Possible answers include same-sex relationships, leprosy, AIDS, unwed motherhood, divorce.)
- What factors have contributed to changing public attitudes about some of these conditions or issues? (Possible answers include education, public policy, open dialogue, scientific research, changing social mores.)
- What do you think influences perceptions about mental illness? (Possible answers include the media,

films, news, newspaper headlines or stories that associate people with mental illness with violence, the fact that people with mental illness sometimes behave differently, and that people are afraid of what they don't understand.)

- How do you think stigma affects the lives of people with mental illness? (Possible answers include people deciding not to get help and treatment even though they would benefit from it, unhappiness, inability to get a job or find housing, losing their friends, stress on the whole family.)

(Adapted from [canwetalk.ca/wp-content/uploads/2016/03/COOR-79](http://canwetalk.ca/wp-content/uploads/2016/03/COOR-79))

## FOLLOW-UP ACTIVITY

- Have students research facts about mental illness that can reduce stigma, then have them create a poster to put up in the school that includes a tag line (for example, "One in five Canadians will experience a mental illness at some point in their lives," "Recovery is a journey that starts with reaching out," "Stamp out stigma").
- Research the causes, symptoms, and treatment of different mental illnesses using the included activity sheet (**BLM 3**).

## ANIMAL TRACKING

Early in *Tracker's Canyon*, we learn that Tristan is an expert animal tracker, a skill that will play a major part in the unfolding story. Provide your students with an overview of animal tracks and then take them outside for a fun tracking session.

Begin your discussion as follows:

1. Do we see a lot of animals when we are outside? (No.)
2. How do we know that they are out here? (We see signs of them.)
3. What evidence can we see that they are here?
  - browsing
  - tracks
  - scat
  - claw marks
  - burrows/homes
  - feathers
  - hair



- carrion
- blood
- food cache
- odour
- urine
- bedding

Give students the provided activity sheet (**BLM 4**) to guide them as they explore their surroundings.

# III. PRE-READING ACTIVITIES — BLACK LINE MASTERS

## BLM 1: CANYONEERING EQUIPMENT SHEET

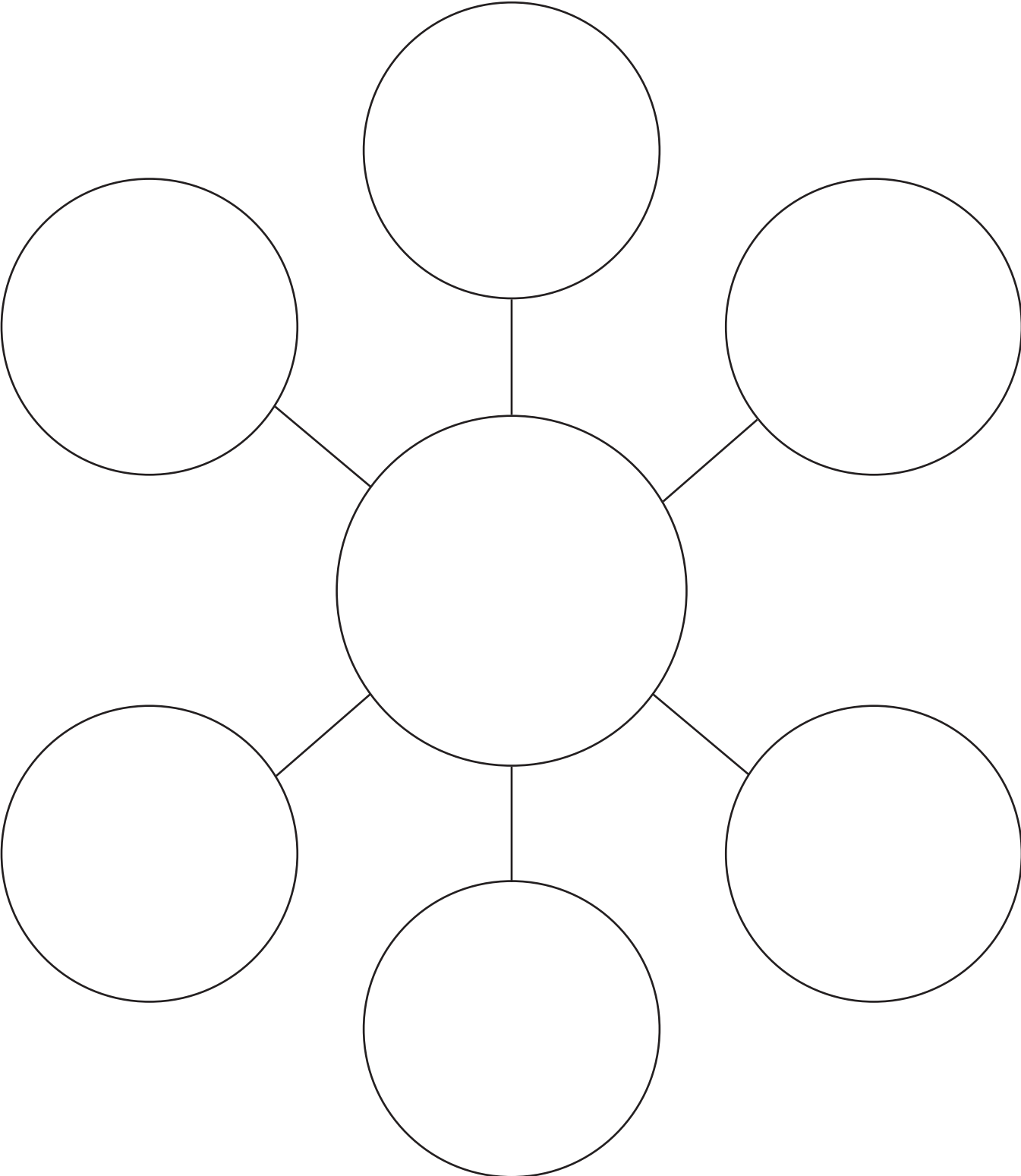
Write an explanation of each item and why it's important to a successful canyoneering expedition.

Webbing	
Carabiner	
Rappel Ring	
Anchors	

Descender	
Harness	
Rope	
Wetsuit	

# BLM 2: TOURISM PAMPHLET — GRAPHIC ORGANIZER

Research why Squamish should be seen as a canyoneering destination. Use the chart to collect your research, then design a B.C. tourism pamphlet.



# BLM 3: DEPRESSION — LET'S EXPLORE

In *Tracker's Canyon*, Tristan's mother is suffering from depression. Research depression and list some of the causes, symptoms, and treatments.

Causes	
Symptoms	
Treatments	

How can you help a friend or a family member suffering from depression? Explain.

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## BLM 4: ANIMAL TRACKING



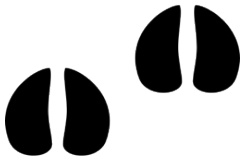
### PLANTIGRADE

- Heel and toe
- Human, primate, bear



### DIGITIGRADE

- Balls of feet; paw prints
- Coyote, fox, dog, cat, squirrel, hare, rabbit



### UNGULIGRADE

- Walking on toenails; no pad
- Elk, deer, moose, sheep

## IV. EXPLORING AND RESPONDING TO THE TEXT

The following section contains questions related to each chapter of *Tracker's Canyon* and will guide the exploration of the text. In addition to these questions, the activities below will also enhance each student's relationship with the text, the characters, and the story.

### CHARACTER MAPPING

Have the students fill out a character map for each of the main characters as you read the book. Use chart paper to cut out large character shapes for each of the main characters (Tristan, Brigit, Dean, Mary, Elspeth, Uncle Ted, Dominik), and choose students to add adjectives and descriptions directly from the text as you read. These can be displayed on the wall for the duration of the novel study.

### LOCATION DESCRIPTIONS

Have students identify and describe the main locations in the book (Swallow Canyon, the canyoneering store, Tristan's house) on chart paper as you encounter them. These can be hung with the character studies for the duration of the novel study. Having the students describe themselves using adjectives they choose as well as describing the school and the neighborhood are excellent warm-up activities.

### CHAPTER QUESTIONS

#### CHAPTER 1

1. The protagonist, Tristan, states that "Some guys pursue fame, some chase girls ..." What does he do? Why?
2. Tristan calls the man he meets "the interloper." What does that mean?
3. What are the two tracking tips that Dominik gives Tristan?

#### CHAPTER 2

1. What club does Phil desperately want Tristan to return to? Why?
2. How does Tristan describe the woman who comes to talk to Dean? Be specific and use language directly from the book.
3. How does Tristan feel about Elspeth and her treatments? Do you agree? Why or why not?



### CHAPTER 3

1. Where is Uncle Ted working and why?
2. Tristan's dad had become obsessed with stories about "prospectors." Define this word.
3. Where does Brigit work? How does Tristan feel about it? How do you know?

### CHAPTER 4

1. Tristan takes Dean to his special place, a cave he built with his dad. Do you have a special place? Describe it and explain why it is important to you.
2. What does Dean say about his parents? How does that make you feel? Why?
3. "I wink sympathetically at Dean as he wriggles clear of Brigit's hold like a salmon from an eagle's claws." What literary device does the author use in this sentence? How do you know?

### CHAPTER 5

1. The climbers use whistles while out on the trail. What is the signal for an emergency? What is the signal for all clear? Where else might these whistle signals be used?
2. How does Brigit describe canyoneering? Be specific and use language directly from the book.
3. How does the group know that the water is safe to jump into? Describe the process.

### CHAPTER 6

1. Why is it dangerous to be the first to repel down the rock face? What about being the last?
2. At what age did Tristan first go canyoneering with his dad? Is that too young? Explain your opinion.
3. How does Brigit destroy the wasp nest? Why are wasp stings potentially dangerous in the wilderness? Explain.

### CHAPTER 7

1. Why was Brigit's mother interested in canyoneering?
2. What is a geologist? Would you enjoy that profession?
3. How is the group planning to exit the canyon following the flash flood?

### CHAPTER 8

1. Where does Tristan find Uncle Ted? What is he doing there?
2. What item does Elspeth insist will help Tristan's mother feel better? Do you agree?
3. Who is going to take Tristan back to the canyon? Why?

## CHAPTER 9

1. What tracks do Dominik and Tristan find first? Explain how they know.
2. What does Tristan think is hanging from the cliff wall below him? What does it turn out to be?
3. How do you feel about Tristan taking that kind of risk? Explain why or why not you would do the same.

## CHAPTER 10

1. What was Julian Gordon wearing when he entered the lower canyon the day he disappeared? Be specific.
2. Who does Tristan talk to at the search and rescue office? Describe them.
3. Who was the woman who died in the canyon after Julian's disappearance? How does this impact the other characters? Explain.

## CHAPTER 11

1. Who does Tristan learn was also on the search and rescue team? How does he feel about this information? Explain.
2. What does Tristan find in the mouth of the cave? How is that possible?
3. As the reader, are you nervous about this expedition? Why or why not?

## CHAPTER 12

1. What do we learn about Julian from Brigit? How does Tristan feel about this? What words does the author use to convey his feelings?
2. What does "bivouac" mean?
3. What does Tristan use for padding as he sleeps? Would you enjoy sleeping like this? Explain.

## CHAPTER 13

1. Where does Brigit think they will find what they are looking for?
2. What does Tristan think resembles a plane?
3. What item does Tristan find? How did you feel about this discovery?

## CHAPTER 14

1. Whose voice does Tristan hear?
2. Has Dean followed them on prior canyoneering expeditions? Which ones and why?
3. How does Dean reach the bottom of the canyon?

## CHAPTER 15

1. What does Tristan find after he wakes up alone?
2. What is your opinion about what he finds? Could it be what he thinks?
3. What new information does Brigit tell Tristan? Do you believe her? Why or why not?

## CHAPTER 16

1. Why do you think Brigit doesn't want Tristan to handle her pack? What could be inside?
2. How did Brigit get these items of Julian's? Explain.
3. What should Tristan do now? Why?

## CHAPTER 17

1. With this new information, would you trust Brigit to lower you down the falls? Why or why not?
2. Record two similes you find in this chapter.
3. Tristan describes Brigit as "deluded." Describe what this word means and why he would use it.

## CHAPTER 18

1. Who taught Tristan how to hide in a mud puddle?
2. Summarize Julian's letter. What are the main points he shares?
3. Did Tristan make the right decision to not argue with Dominik? Explain your opinion.

## CHAPTER 19

1. What is a traverse line? Why does the group need to use one in this situation?
2. Tristan refers to one section of the cliff as "a large nose of rock." What literary device did the author use here? Provide your own example.
3. Predict how Tristan will make it out of his current predicament. Explain your reasoning.

## CHAPTER 20

1. Describe Brigit's state of mind in this chapter and explain your reasoning.
2. Do you believe that Brigit would kill Tristan? Why or why not?
3. What would you do if you were in Tristan's situation? Explain.

## CHAPTER 21

1. What does Alex confess in the grotto? How does this make you feel?
2. Why does Brigit act so strangely?
3. Do you think Tristan's attitude toward Elspeth has changed? Explain.

## CHAPTER 22

1. Write a paragraph about the changes Tristan has gone through from the beginning of the book to the end. How did he change? What exactly brought on these changes? Is he happier?

## V. REFLECTING ON AND EXTENDING THE TEXT

The following section provides activities that can be completed following the reading. These activities build on and extend students' understanding of the story, the characters, and the conflict. They will also extend their understanding of different forms of media and writing styles.

### WRITING A LETTER

The book contains a very personal letter written by Tristan's father, Julian, to him and his mother. This provides an excellent opportunity to explore the conventions of letter writing as well as how to respond to such a correspondence.

Have the students reread the letter in the book and, as a group, identify the main points it contains. What was Julian trying to say? How did he express it? It may be beneficial to display the letter for the whole class. When the main ideas are identified, respond to this letter in Tristan's voice, using a whole-class, shared-writing approach. As a group, decide how to respond to each of the main points and what other information Tristan may want to convey to his long-lost father. Allow for deep examination of the text with this activity. What happens to Tristan during the course of the book? What specific details would he want to share with his father? How does he grow and change as a result of what happened in the book? All of this can be included in the response letter.

After the shared writing activity, pair up the students and have them write a letter to their partner. Each partner can then write a response to the other.

### CREATING A NEWSPAPER ARTICLE

The last third of the novel describes a dramatic search and rescue exploration in Swallow Canyon. Have the students take on the role of a local newspaper reporter. Using the text as their guide, each student must create a newspaper article reporting on the events and their outcome.

Preliminary activities are necessary for students to successfully complete this activity. They could include the following:

- Explore local daily newspapers and identify the characteristics of the articles (brief and eye catching headlines, interesting photos, succinct language, etc.).
- Dissect a real newspaper article and identify the five Ws within and how they are presented.
- Compare articles from different newspapers that report the same event. How are they different? Are different biases at play in each of the articles?

Following the preliminary work, the students can begin to write their article about the Swallow Canyon expedition. Have them present it in the same format as a real newspaper, complete with headline and visual images. Allowing them to include advertisements is a possibility that opens up learning to another area of study.

## **EXTENSION**

Divide students into groups of four. Have them take on the roles of reporter, Tristan, Dominik, and Brigit. The reporter can interview each of the characters and get their take on what happened and why. This can be done either following the article activity or before, as a way for the students to create the article.

## **ALTERNATE ENDING**

Have the students write a 300- to 500-word alternate ending for the book. Begin from the end of Chapter 20, when Brigit falls off the wire into the canyon. What happens next? Make sure they can back up their choices with facts from the book or the character maps that they created earlier. The alternate ending should make sense in the context of the novel.

## **MENTAL HEALTH AWARENESS CAMPAIGN**

Have students organize a mental health awareness initiative within the school. Piggyback on the stigma activity from the Pre-Reading section and identify what the most important elements of an awareness campaign are.

- What areas of mental health awareness are the most important?
- What new information/understanding do the students want the participants to walk away with?
- What type of engagement will reach the most people throughout the school (presentations, posters, announcements, lesson plans for teachers, etc.)

This can be as simple as having students produce awareness posters for the hallways, or it can be as involved as choosing a specific week for the campaign and using many different forms of media to get the point across. Gauge student engagement and proceed accordingly.

## **POEM WRITING**

Have the students write a haiku (3 lines, 17 syllables, 5-7-5 syllable structure) about the settings in the book. Emphasize the fact that haiku highlights nature.

## ADVERTISEMENT

Divide the students into groups and have them create a television commercial for the company Brigit works for, Swallow Canyon Expeditions. Watch several commercials with the class as a preliminary activity and identify the elements of a successful commercial. Create an anchor chart containing these elements and display for the students to use as a reference as they create their commercials.

## ALTERNATE BOOK COVER

Study the book cover and determine why it was chosen. What does it tell you about the story? How does it make you feel? Have the students design a new cover. They must back up their chosen design by connecting it to the book and providing examples of how it connects to the important parts of the story.

## DESIGN A NEW CANYONEERING SHOE

Find examples of canyoneering shoes online. Discuss the design elements and how they improve the wearer's ability to perform in the outdoors. Have each student design a new shoe with some fun additions that will improve a canyoneerer's experience. What are the important elements of canyoneering? (You can refer back to the "Introduction to Canyoneering" activity.) What aspect of the sport do the design features address? Canyoneering takes the athlete into the water frequently. This could be a focus of any redesigned shoe.

## PROVE YOUR POINT

With a focus on improving student ability to present an argument both orally and in writing, have the class work through the following theses and prove them one way or the other. They can stage a debate or use their skills to write a short persuasive essay.

- Canyoneering is the next big sport, and everyone should try it.
- Canyoneering is too dangerous to become a popular sport.
- Julian was acting selfishly when he entered the canyon to find the gold.
- Tristan's behaviour throughout the book was far too reckless.
- From the beginning, Brigit was clearly not a trustworthy partner for a dangerous expedition.

## CREATE A LOGO

Study famous logos in the class and discuss the elements of a successful one. Following this, have the students create their own logo for Swallow Canyon Expeditions. Have the students present their logo to the class and explain why they chose the elements they did and how those elements draw attention to the company and what it does.



# VI. CURRICULUM CONNECTIONS

## FOR SECTION II: PRE-READING ACTIVITIES

### ENGLISH: GRADES 7–8 CURRICULUM EXPECTATIONS

#### Writing

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

**Applies to:** Introduction to Canyoneering; Mental Illness (Activity and Discussion)

#### Media Literacy

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.

**Applies to:** Introduction to Canyoneering

#### 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.

**Applies to:** Introduction to Canyoneering; Mental Illness (Activity and Discussion)

#### 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.

**Applies to:** Mental Illness (Activity and Discussion); Animal Tracking

## **ENGLISH: GRADE 9 CURRICULUM EXPECTATIONS**

### **Writing**

1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience.

**Applies to:** Introduction to Canyoneering; Mental Illness (Activity and Discussion)

### **Understanding Media Forms**

1. Understanding Media Texts: demonstrate an understanding of a variety of media texts.

2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.

**Applies to:** Introduction to Canyoneering (British Columbia map); Tourism Pamphlet; Mental Illness (Activity and Discussion)

### **Reading**

1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning.

2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.

**Applies to:** Introduction to Canyoneering; Mental Illness (Activity and Discussion)

### **Oral Communication**

1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.

2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

**Applies to:** Animal Tracking activity; Mental Illness (Activity and Discussion)

## **GEOGRAPHY: GRADE 7–8 CURRICULUM EXPECTATIONS**

### **Physical Patterns in a Changing World**

1. Application: Analyze some challenges and opportunities presented by the physical environment and ways in which people have responded to them.

**Applies to:** Tourism Pamphlet; Animal Tracking

## **GEOGRAPHY: GRADE 9 CURRICULUM EXPECTATIONS**

### **Interactions in the Physical Environment**

B3. Characteristics of Canada’s Natural Environment: describe some natural processes and key characteristics of the natural environment in Canada.

**Applies to:** Tourism Pamphlet; Animal Tracking; Introduction to Canyoneering

## **HEALTH AND PHYSICAL EDUCATION: GRADE 7–8 CURRICULUM EXPECTATIONS**

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.

**Applies to:** Mental Illness (Activity and Discussion)

## **THE ARTS GRADE 7–9 CURRICULUM EXPECTATIONS**

### **Visual Art**

1. Creating and Presenting: apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies.

**Applies to:** Mental Illness activity (stigma research and poster design); Mental Illness research sheet; Tourism Pamphlet

# FOR PART IV: EXPLORING AND RESPONDING TO THE TEXT

## ENGLISH: GRADE 7–8 CURRICULUM EXPECTATIONS

### Writing

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

**Applies to:** Character Mapping; Location Description; Chapter Questions

### 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.

**Applies to:** Character Mapping; Location Description; Chapter Questions

## ENGLISH: GRADE 9 CURRICULUM EXPECTATIONS

### Writing

1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience.

**Applies to:** Character Mapping; Location Description; Chapter Questions

### Reading

1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning.
2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.

**Applies to:** Character Mapping; Location Description; Chapter Questions

# FOR PART V: REFLECTING ON AND EXTENDING THE TEXT

## ENGLISH: GRADE 7–8 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.

**Applies to:** Creating a Newspaper Article; Alternate Ending; Mental Health Awareness Campaign

### Writing

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

**Applies to:** Writing a Letter; Creating a Newspaper Article; Alternate Ending; Mental Health Awareness Campaign; Poem Writing; Advertisement; Prove Your Point

### Media Literacy

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.

**Applies to:** Creating a Newspaper Article; Mental Health Awareness Campaign; Advertisement; Create a Logo

### 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.

**Applies to:** Advertisement; Prove Your Point; Create a Logo

## **ENGLISH: GRADE 9 CURRICULUM EXPECTATIONS**

### **Reading**

1. Reading for Meaning: read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning.
2. Understanding Form and Style: recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.

**Applies to:** Creating a Newspaper Article; Alternate Ending; Mental Health Awareness Campaign

### **Writing**

1. Developing and Organizing Content: generate, gather, and organize ideas and information to write for an intended purpose and audience.

**Applies to:** Writing a Letter; Creating a Newspaper Article; Alternate Ending; Mental Health Awareness Campaign; Poem Writing; Advertisement; Prove Your Point

### **Understanding Media Forms**

1. Understanding Media Texts: demonstrate an understanding of a variety of media texts.
2. Understanding Media Forms, Conventions, and Techniques: identify some media forms and explain how the conventions and techniques associated with them are used to create meaning.

**Applies to:** Creating a Newspaper Article; Mental Health Awareness Campaign; Advertisement; Create a Logo

### **Oral Communication**

1. Listening to Understand: listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
2. Speaking to Communicate: use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

**Applies to:** Advertisement; Prove Your Point; Create a Logo

## **THE ARTS: GRADE 7–8 CURRICULUM EXPECTATIONS**

### **Drama**

B1. Creating and Presenting: apply the creative process to drama and the development of drama works, using the elements and conventions of drama to communicate feelings, ideas, and multiple perspectives.

**Applies to:** Advertisement

## **THE ARTS: GRADE 7–9 CURRICULUM EXPECTATIONS**

### **Visual Art**

1. Creating and Presenting: apply the creative process to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies.

**Applies to:** Alternate Book Cover; Design a New Canyoneering Shoe; Create a Logo