



English Language Activity - Secondary

General Structure

*For the different steps concerning the delivery of the activity, refer to the document [3_activity_description_secondary](#).

- Project Title:

A legend in the Inuit style

- Theme:

Traditional legends and stories of the Inuit from Nunavik

- Subject Area:

Languages

- Subject-Specific Program:

English Language Arts or English as a Second Language

- Aimed Cycles:

Secondary; Cycles One and Two.

- Approximate Duration of the Activity:

2 to 4 periods of 60 minutes

- Project Summary:

Students are invited to learn about traditional Inuit tales and legends. First, they read the traditional stories presented in the document [Tell Me a Story](#). (This document includes 26 stories. For the first cycle students and the ones studying in English as a Second Language, the teacher could select a certain number of stories. Second cycle students in English Language Arts should read all of the 26 stories.)

Then, the students imagine and write their own story in the style of an Inuit legend.

- Literature Used:

The traditional stories passed on orally in the past and transcribed in the document [Tell Me a Story](#).

- Cultural References:

Elements from the way stories were passed on in a historical and socio-cultural context. The teacher is called upon to read the summary and to inform the students of its content, or to print it and pass it to the students so they can read it by themselves. ([I_language_summary](#))

- Type of Approach:

Discussions are held collectively, but the writing will result from an individual approach to work. The reading of the traditional stories can be done individually or in a group (choice of the teacher).

- Notions and concepts:

Choice of the teacher. The teacher could, for example, put the emphasis on the grammatical notions and the writing concepts seen in class at the time of the project. (For instance, in a second language class, the emphasis could be put on simple sentences in the present tense, or on a simple but adequate choice of vocabulary.)

ENGLISH LANGUAGE ARTS:

Disciplinary Competencies:

- 1) Uses language/talk to communicate and to learn.
- 2) Reads and listens to written texts.
- 3) Writes a variety of genres for personal and social purposes.

Key Features targeted by the Competencies :

Competency 1 :

- Produces spoken texts for a familiar audience in specific contexts.
- Interacts with peers and teachers in specific learning contexts.
- Explores the social practices of the classroom and community in specific contexts.

Competency 2:

- Integrates reading profile, stance and strategies to make sense of a text in a specific context.
- Talks about own response to a text within a community of readers.
- Interprets the relationship(s) between reader, text and context in light of own response(s).

Competency 3:

- Follows a process to produce written texts in specific contexts.
- Develops style as a writer within a classroom community of writers.
- Explores the relationship(s) between writer, text and context.

Evaluation Criteria:

Evaluation of the 1st competency:

- Sharing a point of view with peers.
- Engagement in a process of collaborative inquiry.

Evaluation of the 2nd competency:

- Use of reading strategies to make sense of texts.
- Adjustment of reading stance in relation to purpose or task.
- Discussion of response(s) to initial reading(s) of a text.
- Construction of interpretations of written texts for a familiar audience.

Evaluation of the 3rd competency:

- Adjustment of role as writer in relation to purpose, audience, text and context.
- Application of knowledge of language and familiar grammatical usage.
- Adaptation of process and strategies to the writing context.

Cross-Curricular Competencies:

- Uses creativity.
- Exercises critical judgment.
- Solves problems.
- Uses information.
- Communicates appropriately.
- Achieves his/her potential.
- Adopts effective work methods.

ENGLISH AS A SECOND LANGUAGE:

Curricular Competencies:

- 1) Interacts orally in English.
- 2) Reinvests understanding of texts.
- 3) Writes and produces texts.

Key Features targeted by the Competencies:

Competency 1:

- Initiates, reacts to, maintains and ends oral interaction.
- Constructs meaning of the message.
- Expands a personal language repertoire.

Competency 2:

- Listen to, reads and / or views texts.
- Constructs meaning of the text.
- Represents understanding of the text.

Competency 3:

- Uses a personalized writing process.
- Uses a personalized production process.
- Builds a personal inventory of writing and production resources.

Evaluation Criteria:

Evaluation of the 1st competency:

- Participation in oral interaction.
- Articulation of the message.
- Use of communication and learning strategies.

Evaluation of the 2nd competency:

- Evidence of comprehension of texts.
- Use of knowledge from texts appropriate to the task.
- Use of communication and learning strategies.
- Use of resources.

Evaluation of the 3rd competency :

- Pertinence of the text.
- Formulation of the text.
- Use of communication and learning strategies.
- Use of resources.

Cross-Curricular Competencies:

- To use creativity.
- To exercise critical judgment.
- To solve problems.
- To use information.
- To communicate appropriately.
- To adopt effective work methods.