MANITOBA OPERA

CURRICULUM CONNECTIONS
ENGLISH LANGUAGE ARTS MANITOBA CURRICULUM FRAMEWORK OF OUTCOMES

GLOs for English Language Arts:

1. Explore thoughts, ideas, feelings, and experiences.
2. Comprehend and respond personally and critically to oral, print, and other media texts.
3. Manage ideas and information.
4. Enhance the clarity and artistry of communication.
5. Celebrate and build community.

** The following curricular outcomes have been chosen from the grade 9 ELA curriculum. General Learning Outcomes are consistent from grades 9 through 12; Specific Learning Outcomes are explored more in-depth and in-breadth in each grade.

Activity #1: Using the Five C's, Have your Students Analyze the Opera as Drama

GLO 1	GLO 2	GLO 5
Develop Understanding (1.2.1) Reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge.	***Comprehension Strategies (2.1.2)*** Use comprehension strategies appropriate to the type of text and purpose; enhance understanding by rereading and discussing relevant passages. ***Textual Cues (2.1.3)*** Use textual cues and prominent organizational patterns within texts to construct and confirm meaning and interpret texts.	***Relate Texts to Culture (5.2.2)*** Explain ways in which oral, literary, and media texts reflect topics and themes in life.

Activity #2: Create a Poster, Set, Costume, Press Release, or Ad

GLO 2	GLO 4
Create Original Texts (2.3.5) Create original texts to communicate and demonstrate understanding of forms and techniques. ***Experiment with Language (2.3.4)*** Examine creative uses of language in	***Choose Forms (4.1.2)*** Adapt specific forms to match content, audience, and purpose.

popular culture [including advertisements, magazines, and music]; recognize how figurative language and techniques create a dominant impression, mood, tone, and style.

Activity #3: A Review

GLO 1	GLO 3	GLO 4	GLO 5
Express Ideas (1.1.1) Question and reflect on personal responses, predictions, and interpretations; apply personal viewpoints to diverse situations or circumstances. **Consider Others' Ideas (1.1.2)** Acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and viewpoints. **Explain Opinions (1.2.2)** Review and refine personal viewpoints through reflection, feedback, and self-assessment.	**Participate in Group Inquiry (3.1.3)** Generate and access ideas in a group and use a variety of methods to focus and clarify inquiry or research topic. **Organize Information (3.3.1)** Organize information and ideas by developing and selecting appropriate categories and organizational structures.	**Organize Ideas (4.1.3)** Identify and use a variety of organizational patterns in own oral, written, and visual texts; use effective transitions. **Grammar and Usage (4.3.1)** Edit for parallel structure, use of transitional devices, and clarity. **Spelling (4.3.2)** Know and apply a repertoire of spelling conventions when editing and proofreading; use a variety of resources when editing and proofreading. **Capitalization and Punctuation (4.3.3)** Know and apply capitalization and punctuation conventions in dialogues, quotations, footnotes, endnotes, and references when editing and proofreading. **Share Ideas and Information (4.4.1)** Plan and conduct peer-involved class activities to share individual inquiry or research and understanding on a topic. **Revise Content (4.2.2)** Review previous draft and revise to refine communication and enhance self-expression.	**Compare Responses (5.2.1)** Recognize that differing perspectives and unique reactions enrich understanding. **Cooperate with Others (5.1.1)** Recognize the importance of effective communication in working with others.

Activity #4: Have your students act out the story

GLO 1	GLO 2	GLO 3
Express Ideas (1.1.1) Question and reflect on personal responses, predictions, and interpretations; apply personal viewpoints to diverse situations or circumstances.	*Comprehension Strategies (2.1.2)* Use comprehension strategies [including recognizing main ideas and significant supporting details, and paraphrasing ideas] appropriate to the type of text and purpose; enhance understanding by rereading and discussing relevant passages. *Textual Cues (2.1.3)* Use textual cues and prominent organizational patterns within texts to construct and confirm meaning and interpret texts. *Techniques and Elements (2.3.2)* Examine the use of a variety of techniques to portray gender, cultures, and socio-economic groups in oral, literary [including books], and media texts. *Connect Self, Texts, and Culture (2.2.2)* Examine how personal experiences, community traditions, and Canadian perspectives are presented in oral, literary, and media texts.	*Record Information (3.3.2)* Summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions; reference sources.

Activity #5: Write a Biography

GLO 3	GLO 4
Organize Information (3.3.1) Organize information and ideas by developing and selecting appropriate categories and organizational structures. *Record Information (3.3.2)* Summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions; reference sources. *Evaluate Information (3.3.3)* Distinguish between fact and theory and between main and supporting information to evaluate usefulness, relevance, and completeness; address information gaps for particular forms, audiences, and purposes.	*Grammar and Usage (4.3.1)* Edit for parallel structure, use of transitional devices, and clarity. *Spelling (4.3.2)* Know and apply a repertoire of spelling conventions when editing and proofreading; use a variety of resources when editing and proofreading. *Capitalization and Punctuation (4.3.3)* Know and apply capitalization and punctuation conventions in dialogues, quotations, footnotes, endnotes, and references when editing and proofreading. *Revise Content (4.2.2)*

Identify Sources (3.2.2) Obtain information and varied perspectives when inquiring or researching using a range of information sources. ***Assess Sources (3.2.3)*** Evaluate information sources for possible bias using criteria designed for a particular inquiry or research plan.	Review previous draft and revise to refine communication and enhance self-expression. ***Enhance Legibility (4.2.3)*** Format for legibility and use word processing effectively and efficiently when composing and revising; use electronic design elements to combine print and visuals.

Activity #6: Create a Journal or Blog from the Point of View of a Character

GLO 1	GLO 2	GLO 4	GLO 5
Consider Others' Ideas (1.1.2) Acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and viewpoints. ***Experiment with Language and Form (1.1.3)*** Use memorable language effectively and experiment with different personas for dynamic self-expression.	***Create Original Texts (2.3.5)*** Create original texts to communicate and demonstrate understanding of forms and techniques.	***Revise Content (4.2.2)*** Review previous draft and revise to refine communication and enhance self-expression. ***Choose Forms (4.1.2)*** Adapt specific forms to match content, audience, and purpose. ***Organize Ideas (4.1.3)*** Identify and use a variety of organizational patterns in own oral, written, and visual texts; use effective transitions.	***Relate Texts to Culture (5.2.2)*** Explain ways in which oral, literary, and media texts reflect topics and themes in life.

Activity #7: Write a Letter from One Character to Another

GLO 1	GLO 2	GLO 4	GLO 5
Consider Others' Ideas (1.1.2) Acknowledge the value of others' ideas and opinions in exploring and extending	***Create Original Texts (2.3.5)*** Create original texts to communicate	***Revise Content (4.2.2)*** Review previous draft and revise to refine communication and enhance self-expression. ***Choose Forms (4.1.2)***	***Relate Texts to Culture (5.2.2)*** Explain ways in which oral, literary, and media texts reflect topics and themes in life.

| personal interpretations and viewpoints.

Experiment with Language and Form (1.1.3) Use memorable language effectively and experiment with different personas for dynamic self-expression. | and demonstrate understanding of forms and techniques. | Adapt specific forms to match content, audience, and purpose.

Organize Ideas (4.1.3) Identify and use a variety of organizational patterns in own oral, written, and visual texts; use effective transitions. | |

Activity #8: Cast *The Marriage of Figaro*

GLO 2	GLO 4	GLO 5
Forms and Genres (2.3.1) Explain preferences for particular forms and genres of oral, literary, and media texts. ***Experience Various Texts (2.2.1)*** Experience texts from a variety of forms and genres and cultural traditions; explain various interpretations of the same text. ***Connect Self, Texts, and Culture (2.2.2)*** Examine how personal experiences, community traditions, and Canadian perspectives are presented in oral, literary, and media texts.	***Choose Forms (4.1.2)*** Adapt specific forms to match content, audience, and purpose.	***Relate Texts to Culture (5.2.2)*** Explain ways in which oral, literary, and media texts reflect topics and themes in life.

Activity #9: Research and Report

GLO 2	GLO 3	GLO 4	GLO 5
Experience Various Texts (2.2.1) Experience texts from a variety of forms and genres and cultural traditions; explain various interpretations of the same text.	***Organize Information (3.3.1)*** Organize information and ideas by developing and selecting appropriate categories and organizational structures. ***Record Information (3.3.2)*** Summarize and record information in a variety of forms in own words,	***Grammar and Usage (4.3.1)*** Edit for parallel structure, use of transitional devices, and clarity. ***Spelling (4.3.2)*** Know and apply a repertoire of spelling conventions when editing and proofreading; use a variety of resources when editing and proofreading.	***Relate Texts to Culture (5.2.2)*** Explain ways in which oral, literary, and media texts reflect topics and themes in life.

Connect Self, Texts, and Culture (2.2.2) Examine how personal experiences, community traditions, and Canadian perspectives are presented in oral, literary, and media texts.	paraphrasing and/or quoting relevant facts and opinions; reference sources. ***Evaluate Information (3.3.3)*** Distinguish between fact and theory and between main and supporting information to evaluate usefulness, relevance, and completeness; address information gaps for particular forms, audiences, and purposes. ***Identify Sources (3.2.2)*** Obtain information and varied perspectives when inquiring or researching using a range of information sources. ***Assess Sources (3.2.3)*** Evaluate information sources for possible bias using criteria designed for a particular inquiry or research plan.	***Capitalization and Punctuation (4.3.3)*** Know and apply capitalization and punctuation conventions in dialogues, quotations, footnotes, endnotes, and references when editing and proofreading. ***Revise Content (4.2.2)*** Review previous draft and revise to refine communication and enhance self-expression. ***Enhance Legibility (4.2.3)*** Format for legibility and use word processing effectively and efficiently when composing and revising; use electronic design elements to combine print and visuals.	

Activity #10: *The Marriage of Figaro* Mood Board

GLO 2	GLO 4	GLO 5
Create Original Texts (2.3.5) Create original texts to communicate and demonstrate understanding of forms and techniques. ***Experiment with Language (2.3.4)*** Examine creative uses of language in popular culture [including advertisements, magazines, and music]; recognize how figurative language and techniques create a dominant	***Generate Ideas (4.1.1)*** Use a variety of techniques to generate and select ideas for oral, written, and visual texts. ***Choose Forms (4.1.2)*** Adapt specific forms to match content, audience, and purpose. ***Organize Ideas (4.1.3)*** Identify and use a variety of organizational patterns in own oral, written, and visual texts; use effective transitions.	***Cooperate with Others (5.1.1)*** Recognize the importance of effective communication in working with others.

impression, mood, tone, and style.	*Share Ideas and Information (4.4.1)* Plan and conduct peer-involved class activities to share individual inquiry or research and understanding on a topic.	
Appreciate the Artistry of Texts (2.2.3) Discuss how word choice and supporting details in oral, literary, and media texts [including books, drama, and oral presentations] affect purpose and audience.		

Activity #11: Musical Interpretation of Literature

GLO 1	GLO 2	GLO 3	GLO 4	GLO 5
Consider Others' Ideas (1.1.2) Acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and viewpoints.	*Create Original Texts (2.3.5)* Create original texts to communicate and demonstrate understanding of forms and techniques. *Experience Various Texts (2.2.1)* Experience texts from a variety of forms and genres and cultural traditions; explain various interpretations of the same text.	*Ask Questions (3.1.2)* Develop focused questions to establish a purpose for reading, listening, and viewing information sources. *Participate in Group Inquiry (3.1.3)* Generate and access ideas in a group and use a variety of methods to focus and clarify inquiry or research topic.	*Choose Forms (4.1.2)* Adapt specific forms to match content, audience, and purpose. *Attentive Listening and Viewing (4.4.3)* Demonstrate critical listening and viewing skills and strategies and show respect for presenter(s). *Effective Oral Communication (4.4.2)* Choose vocabulary, voice production factors, and non-verbal cues to communicate effectively to a variety of audiences; use a variety of media and display techniques to enhance the effectiveness of oral presentations. *Enhance Presentation (4.2.5)* Prepare compositions, presentations, reports, essays, and inquiry or research projects in a meaningful	*Cooperate with Others (5.1.1)* Recognize the importance of effective communication in working with others. *Work in Groups (5.1.2)* Plan, organize, and participate in presentations of group findings. *Evaluate Group Process (5.1.4)* Establish and use criteria to evaluate group process and personal contributions, and propose suggestions for development.

			order and with adequate detail for audience understanding.	

Activity #12: Active Listening

GLO 1	GLO 2	GLO 4	GLO 5
Express Ideas (1.1.1) Question and reflect on personal responses, predictions, and interpretations; apply personal viewpoints to diverse situations or circumstances. *Consider Others' Ideas (1.1.2)* Acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and viewpoints. *Explain Opinions (1.2.2)* Review and refine personal viewpoints through reflection, feedback, and self-assessment.	*Forms and Genres (2.3.1)* Explain preferences for particular forms and genres of oral, literary, and media texts. *Appreciate the Artistry of Texts (2.2.3)* Discuss how word choice and supporting details in oral, literary, and media texts [including books, drama, and oral presentations] affect purpose and audience.	*Attentive Listening and Viewing (4.4.3)* Demonstrate critical listening and viewing skills and strategies and show respect for presenter(s).	*Compare Responses (5.2.1)* Recognize that differing perspectives and unique reactions enrich understanding.