



green school

BALI

A Community of Learners Making *Our* World Sustainable



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# **GREEN SCHOOL - LITERACY CURRICULUM OVERVIEW**

# Rationale



This document outlines the Green School Literacy curriculum across Primary, Middle School and High School. This curriculum reflects the vision and values of the school's mission. There are three strands for each level of literacy that intentionally outline broad learning objectives - Interpretation, Expression, and Awareness. Teachers bring this literacy curriculum to life, offering student-centered activities and applying best practices that adjust to student levels, needs and the learning environment.

Students are offered diverse ways in which to explore holistically, expressing their own views intellectually, physically, socially/emotionally and spiritually. These aspects act as lenses through which to understand the social, cultural, ethical, moral, spiritual and aesthetic dimensions of the human experience.

Language is a tool we use to express ourselves and communicate to others, so we can understand each other and grow from what we learn. We like to be able to understand the great works of others before us like Roald Dahl, William Shakespeare, Kate Chopin, J.R.R. Tolkien, Shell Silverstein, and Frank Zappa as well as those who are still inspiring us today such as, Arundhati Roy, Maya Angelou, and Malala Yousafzai. Literacy is different to other subjects because you can create by just using your mind. We learn English by speaking it and writing it, and we learn new words by reading.

The goal of our literacy program is for students to have a comprehensive skill set that allows them to adapt and improve on their own. Our students will be able to develop and follow their own set of questions to a thoughtful



conclusion. Students study literacy to enable them to act with purpose in the world. When a person has the ability to communicate well for a wide range of purposes and to understand self through writing it allows them to develop empathy and interact across spectrums of people from different socio-economic, age, gender, and cultural backgrounds. To reflect on the human condition and discover their own voices and perspectives, Green School students are presented with a plethora of environmental, ethical, social, aesthetic, spiritual, physical and intellectual opportunities.

Our media studies program is integrated throughout our literacy program and is reflected in all three streams of literacy, with a stronger emphasis in our high school. Many teenagers spend more time consuming media than they do attending school. Our high school program acknowledges this reality and encourages mindfulness and critical thinking in the consumption of that information. Our high school program is designed to encourage students to become critical consumers of all media. Students are challenged to use the key concepts of media studies to deconstruct text but also to use those concepts in their own creative process.

# STRANDS



## Interpretation

**Interpretation (reading, listening, viewing, critical thinking)**  
***Reading, listening and viewing of texts to interpret meaning.***

Students are asked to respond to texts using a variety of interpretative skills. They will read, listen to, and view a wide range of texts. They will develop the strategies necessary to critically analyse these texts which are presented as different media and technologies. The term 'text' encompasses any tool used for the purpose of communication (picture books, novelas, comic books, novel, short story, podcast, play, advertisement, poetry, film, image, nonfiction, amongst others).

## Expression

**Expression (writing, presenting, production, creative thinking)**  
***The organisation of coherent ideas through writing, speech and digital production.***

Students are asked to respond to texts using a variety of expressive modes. They will understand the importance of expressing their own opinions and their reactions to those of others through writing, speaking, digital production and creative thinking. Students will develop and master the tools and strategies to move in increasingly sophisticated ways towards creative and effective self-expression.

## Awareness

**Awareness (Context, Reflection, Metacognition, and Awareness of Self in Relation to Others/World)**

Students are asked to reflect on themselves, their learning and the relevance of texts studied. Students understand the purpose of what they study and can relate it to themselves and the outside world. They will develop an understanding of how language is power, and within this power an awareness unfolds as to how they each can create effective change in the world.

# JUNIOR PRIMARY



## Interpretation

In junior primary, students take their first steps down the narrative path--they take a peek into the magical world of letters, language and literature. The first step on this path is learning the foundations of words and recognizing common patterns. The next step is learning how words together make meaning. Students develop their fluency skills with increased comprehension. From there, the universe of stories is theirs--students discover the boundless ways in which we tell stories, and they identify the features of character, setting and plot. Through learning about authors and the way in which they write stories, students begin to take authorship over their own lives.

## Expression

Pencil to paper, eye to lens, brush to canvas, voice to word, thoughts to messages--students in junior primary are beginning to realize the many tools of communication within their reach. Students learn how to develop a central idea utilizing language conventions, form and structure. Curiosity and imagination spark as they begin to convey ideas with consideration of audience and purpose.

## Awareness

It's all about me. Students become the authors and the protagonists of their own stories. All stories connect to their personal experiences and allow them to understand life at an increasing depth. As they dive into the deep problems presented in stories, students realize how important language is to communication. They also discover that the way in which words are delivered determines meaning and intention. They gain an understanding of how their own words have the power to influence others.

# UPPER PRIMARY



## Interpretation

In upper primary, stories begin to take new form as they jump off the page. Students will explore how themes in various texts serve a moral purpose. Making connections between purpose, style, and point of view, students gain a broader understanding of how stories come alive. Extending on their understanding of plot, students make predictions related to narrative and character. Students understand that there exists a universe beyond the page through the questions they ask.

## Expression

Students will understand how sentences strung together can communicate a complex thought, with specific focus on paragraph structure. Students will learn revision strategies as part of the composition process to proof, perfect and produce prose with purpose. Consideration of structure, organization, audience, use of convention, and style will enhance students' expression of ideas. Discovering their unique voice, students engage in dialogue that weaves together a variety of perspectives and interpretations.

## Awareness

Students find themselves through a mosaic of texts and identify how viewpoints may be both similar or different to their own. They will use background knowledge of a topic as well as personal experience to make inferences from texts and the world around them. Through reflection, students will identify strengths and strategies they find most helpful. Students begin to understand that language is culture and value its diversity. They become increasingly aware of how language holds power and can be used consciously, reflecting on its impact.

# JUNIOR MIDDLE SCHOOL



## Interpretation

Students find joy within magical storytelling secrets and how stories are communicated through fiction and nonfiction texts. They are able to interpret universal themes from a variety of texts which they can then relate to their own lives. Students are encouraged to ask questions critically of a text. Students are able to understand a character's motivations within a story and in turn, develop a broader understanding of their own personal growth.

## Expression

Speak up! Students use the power of writing, speech and digital production to develop their ability to express one's evolving opinions. They learn the strategies of narrative, persuasive, and factual writing. They specifically focus on mastering the structure of an analytical paragraph and language conventions as a way to interpret a coherent idea.

## Awareness

Wandering through the woods, students wonder about the real-world relevance of the texts they study. They understand the context of the text in relation to their personal experiences and develop strategies best suited to their learning style. Students understand that the texts they study and produce have unique cultural perspectives and that culture is fluid and evolving. Students begin to explore the benefits of reflective practice. In doing so, they start to develop strategies for how they can implement change in the world.

# UPPER MIDDLE SCHOOL



## Interpretation

In the same way that one peels away the pond leaves to reveal the lotus beneath, students identify and uncover meanings within the world through a deconstruction of texts. They are able to recognise that there are layers of meaning within every text and that composers use a variety of devices to create style. Students identify and consider the structure and elements of various textual compositions and develop an understanding of how each communicates meaning or narrative.



## Expression

Students extend on prior knowledge within written and spoken expression. They deepen their personal voice and learn ways to enhance the structure of their ideas. Students develop the techniques to write a well-structured four paragraph essay, focussing particularly on creating a strong thesis statement as well as practising more complex forms of language conventions. They understand and practise the technical aspects of presenting a persuasive speech. These forms of expression encompass the use of a wide range of digital technologies.



## Awareness

Students understand the purpose of the texts studied and can relate the content to real world experiences. Students develop sensitivity and insight by understanding that the texts they have studied and produced can hold a myriad of perspectives. Students have the opportunity to value the practice of self-reflection at a deeper level, asking questions pertinent to the understanding of their inner selves. They develop and refine the tools they need to start advocating for and to effect change in the world.

# INTRODUCTORY HIGH SCHOOL



## Interpretation

Students read, view, and listen joyfully for a variety of purposes. They understand that all texts--from album covers to epic poems--can be read critically and analytically. They understand how meaning is constructed through textual elements and develop an understanding of the connections between texts. Students learn to question the purpose of literary device and its impact on meaning, narrative and theme. Students seek to understand how one's beliefs, values and biases are revealed through textual elements.

## Expression

It's all about attitude. Students use effective composition processes to enhance their writing, presentations and speech. They discover creative ways to organize and express their ideas with a specific focus on essay structures and styles. They consider purpose and audience in all forms of expression. Students begin to develop skills in supporting their passionate arguments with reference and research. They build on pre-existing knowledge of language conventions to enhance their writing and style.

## Awareness

Who am I? Through mindful analysis students are able to articulate connections between themselves and the world. They are establishing how their distinct voices add value to an idea. They are introduced to more mature modes of self-reflection, and they are learning strategies to find answers to their questions of self. Becoming aware of their place in the world, they explore and evaluate the tools of agency to effect change in the world.

# INTERMEDIATE HIGH SCHOOL



## Interpretation

Play, pause, repeat. Students learn to ask relevant questions about the texts they encounter as they develop their skills in critical analysis. They assess narrative voice for the purpose of revealing perspective and bias. Students extend on their understanding of textual elements by making connections between meaning and personal knowledge.

## Expression

Students assess and take risks in expression. They argue their points of view effectively and respectfully. They apply essay structures and writing strategies to adapt ideas to different forms and styles. They develop and nurture their own voice in writing, speech, and digital production, with specific focus on the personal statement. Students practice process strategies through proofing, editing, and publishing to present information effectively.

## Awareness

MP3s, 8-tracks, and vintage vinyl comebacks: Students understand the ever-evolving nature of language, texts and communication. Making mixed tapes of meaning, or becoming the DJ of their own soundtrack, students contextualize texts and can articulate connections between themselves and the world. Developing more mature means of self-reflection, students begin to understand what is socially, politically, and environmentally meaningful. Students understand what their learning needs are and effectively apply strategies provided. Aware of their place in the world, both locally and globally, they develop and refine the tools of agency to effect change.

# ADVANCED HIGH SCHOOL



## Interpretation

Students read, listen, and view critically and analytically. They identify with increasing insight on any questions pertaining to beliefs, values, identity and power. They assess elements of style and understand how they enhance the effectiveness of texts. They make insightful connections between texts, themselves, and the world around them.

## Expression

Students master the art of persuasive expression. They are inspired to articulate their voice in a variety of ways. Students successfully support arguments and ideas with strong references and research. They follow process strategies effectively that enhance the quality and appeal of their work. Students focus on synthesizing ideas through writing, research, multimedia and spoken voice, with a specific focus on their culminating GreenStone project.

## Awareness

Becoming powerful pioneers of production, students self-select texts with purpose. They understand the context of the text in relation to their personal experiences and master strategies best suited to their learning style. Students ask pertinent and insightful questions about language, power, and the close relationship they share. Students understand the social, environmental, and political impact of language and texts. They can express their voice creatively and effectively for the betterment of themselves and the world around them.