

STRIDES BETWEEN US – FULL EDUCATOR ALIGNMENT COMPANION (GRADES 9–12)

GRADE 9 – ENL1W DE-STREAMED ENGLISH

Overview:

Strides Between Us supports Grade 9 de-streamed expectations through meaningful connections to identity, resilience, trauma awareness, and social issues such as homelessness and mentorship.

Strand A – Literacy Connections and Development:

- A1 – Comprehension strategies: inference, prediction, analysis of Jake's trauma responses and character arc.
- A2 – Vocabulary development: sports terminology, emotional language, homelessness and resilience vocabulary.
- A3 – Digital & media literacy: pair novel with news articles on youth homelessness and athletic identity.

Strand B – Composing Texts:

- B1 – Oral communication: discussions on resilience, identity formation, trauma, mentorship, family dynamics.
- B2 – Writing assignments: personal narrative on overcoming adversity, character journal entries, comparative essay (Jake vs Mitch), analytical essay on Coach Roberts.

GRADE 10 – ENG2D ACADEMIC ENGLISH

Overview:

Strides Between Us supports Grade 10 English expectations by reinforcing critical thinking, text analysis, and connections to real-world issues such as resilience, homelessness, trauma response, and identity formation.

Strand A – Oral Communication:

- Speaking to communicate: group discussion of Jake's identity conflict.

- Listening to understand: analyze tone in Paige and Jake scenes.
- Oral presentations: thematic exploration of adversity.

Strand B – Reading & Literature Studies:

- Comprehension strategies: infer Jake's motivations.
- Text structures: examine dual timelines, symbolism, pacing.
- Critical thinking: compare novel to articles on youth homelessness.

Strand C – Writing:

- Personal narrative on resilience.
- Analytical essay on Coach Roberts as mentor.
- Comparative essay: Jake vs. Mitch.

Strand D – Media Studies:

- Interpret media portrayal of athletes.
- Produce multimedia responding to race scene.

GRADE 11 – ENG3U UNIVERSITY ENGLISH

Overview:

Grade 11 emphasizes deeper literary analysis, argument development, and critical interpretation. *Strides Between Us* allows examination of trauma, identity, and social structures.

Strand A – Oral Communication:

- Seminar-style group discussions on implicit themes.
- Analyze rhetoric in key emotional scenes.

Strand B – Reading & Literature Studies:

- Literary analysis: motifs (running, circles, broken rhythm).

- Character study: psychological realism of Jake's decline.
- Theme evaluation: family fragmentation, resilience, moral ambiguity.

Strand C – Writing:

- Literary essay on trauma and memory.
- Research supported argument on homelessness in Canada.
- Creative writing: monologue from Mitch or Emily.

Strand D – Media Studies:

- Evaluate how media frames youth athletics.
- Create digital storytelling projects on Jake's journey.

GRADE 12 – ENG4U UNIVERSITY ENGLISH

Overview:

Grade 12 requires advanced critical analysis, thematic interpretation, and preparation for postsecondary communication. *Strides Between Us* aligns with complex literary expectations.

Strand A – Oral Communication:

- Socratic seminars on morality, identity, and agency.
- Extend discussion using critical theory (psychological, sociological).

Strand B – Reading & Literature Studies:

- Evaluate narrative reliability.
- Analyze structural choices across the novel.
- Compare novel to Canadian literature addressing trauma.

Strand C – Writing:

- University level literary essay on identity reconstruction.

- Research paper connecting the novel to real-world homelessness data.
- Multimedia reflection on the final race and its symbolism.

Strand D – Media Studies:

- Explore digital identity vs. lived identity.
- Media critique: public perception of injured athletes.

CROSS-GRADE SKILL PROGRESSION

Grade 9: foundational comprehension, empathy development, basic analysis.

Grade 10: structured literary analysis and comparative thinking.

Grade 11: advanced thematic and psychological interpretation.

Grade 12: critical theory, research integration, academic writing.

SAMPLE ASSESSMENTS (GRADES 9–12)

-----•

Personal narrative on adversity.

- Analytical essay on themes of trauma and healing.
- Media critique on athlete portrayals.
- Oral presentation: Jake's identity journey.
- Creative writing from secondary character POV.
- Research assignment on youth homelessness.

TEACHER DISCUSSION PROMPTS

- How do trauma and resilience shape identity?
- What role does mentorship play in changing a young person's path?
- How do cycles of poverty and homelessness influence decisions?
- What does the final race symbolize for Jake?
