Atlantic Canada

English Language Arts

CURRICULUM

High School
841890

New ⚓ Nouveau
Brunswick
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Acknowledgments

Contents

Introduction

Background

The curriculum described in *Foundation for the Atlantic Canada English Language Arts Curriculum* and in this curriculum guide has been planned and developed collaboratively by regional committees for the Atlantic Provinces Education Foundation.

The Atlantic Canada English language arts curriculum has been developed with the intent of

- responding to continually evolving education needs of students and society
- providing greater opportunities for all students to become literate
- preparing students for the literacy challenges they will face throughout their lives
- bringing greater coherence to teaching and learning in English language arts across the Atlantic provinces

Pervasive, ongoing changes in society—for example, rapidly expanding use of technologies—require a corresponding shift in learning opportunities for students to develop relevant knowledge, skills, strategies, processes, and attitudes that will enable them to function well as individuals, citizens, workers, and learners. To function productively and participate fully in our increasingly sophisticated technological, information-based society, citizens will need broad literacy abilities, and they will need to use these abilities flexibly.

The Atlantic Canada English Language Arts Curriculum

The Atlantic Canada English language arts curriculum is shaped by the vision of enabling and encouraging students to become reflective, articulate, literate individuals who use language successfully for learning and communicating in personal and public contexts. This curriculum is based on the premise that learning experiences in English language arts should

- help students to develop language fluency not only in the school setting, but in their lives in the wider world
- contribute toward students' achievement of the essential graduation learnings (See *Foundation for Atlantic Canada English Language Arts Curriculum,* and following in this section.)

***Purpose of the English
High School
Curriculum Guide***

This guide has been developed to support teachers in the implementation of the English language arts curriculum. It provides a comprehensive framework on which teachers of high school English can base decisions concerning learning experiences, instruction, student assessment, resources, and program evaluation.

These guidelines

- recognize that language development at the high school English level is part of an ongoing learning process
- reflect current research, theory, and classroom practice
- place emphasis on the student as a learner
- provide flexibility for teachers in planning instruction to meet the needs of their students
- suggest experiences and strategies to increase the efficiency and effectiveness of the learning and teaching process

The Nature of English Language Arts

English language arts encompasses the experience, study, and appreciation of language, literature, media, and communication. It involves language processes: speaking, listening, reading, viewing, and writing and other ways of representing.

Language is the principal means through which we formulate thought and the medium through which we communicate thought with others. Thus, language in use underlies the processes of thinking involved in listening, speaking, reading, viewing, writing and other ways of representing. The application of these interrelated language processes is fundamental to the development of language abilities, cultural understanding, and creative and critical thinking.

Language is learned most easily when the various processes are integrated and when skills and strategies are kept within meaningful language contexts. The curriculum guide specifies that English language arts be taught in an integrated manner so that the interrelationship between and among the language processes will be understood and applied by students. This integrated approach should be based on students' prior experiences with language and on meaningful activities involving speaking, listening, reading, viewing, writing and other ways of representing.

The English language arts curriculum engages students in a range of experiences and interactions with a variety of texts designed to help them develop increasing control over the language processes, use and respond to language effectively and purposefully, and understand why language and literacy are so central to their lives.

***Principles Underlying the
ELA Curriculum***

- Language is a primary instrument of thought and the most powerful tool students have for developing ideas and insights, for giving significance to their experiences and for making sense of both their

world and their possibilities within it.

- Language learning is an active process of constructing meaning, drawing on all sources and ways of knowing.
- Language learning is personal and intimately connected to individuality.
- Language expresses cultural identity.
- Language learning develops out of students' home language and their social and cultural experiences.
- Language learning is developmental: students develop flexibility and fluency in their language use over time.
- Language is best learned when it is integrated: all the language processes are interrelated and interdependent.
- Language is learned holistically. Students best understand language concepts in context rather than in isolation.
- Students learn language through purposeful and challenging experiences designed around stimulating ideas, concepts, issues and themes that are meaningful to them.
- Students learn best when they are aware of the strategies and processes they use to construct meaning and to solve information-related problems.
- Students need frequent opportunities to assess and evaluate their own learning and performance.
- In the process of learning, students need various forms of feedback from peers, teachers and others—at school, at home, and in the community.
- Language learning is continual and multidimensional: it can best be assessed by the use of multiple types of evidence that reflect authentic language use over time.
- Students must have opportunities to communicate in various modes what they know and are able to do.
- Assessment must be an integral and ongoing part of the learning process itself, not limited to final products.

Meeting the Needs of All Students

This curriculum is inclusive and is designed to help all learners reach their potential through a wide variety of learning experiences. The curriculum seeks to provide equally for all learners and to ensure, insofar as is possible, equal entitlements to learning opportunities.

The development of students' literacy is shaped by many factors, including gender, social and cultural backgrounds, and the extent to which individual needs are met. In designing learning experiences for students, teachers should consider the learning needs, experiences, interests, and values of all students.

In recognizing and valuing the diversity of students, teachers might consider ways to

- provide a climate and design learning experiences to affirm the dignity and worth of all learners in the classroom community
- redress educational disadvantage—for example, as it relates to students living in poverty
- model the use of inclusive language, attitudes, and actions supportive of all learners
- adapt classroom organization, teaching strategies, assessment strategies, time, and learning resources to address learners' needs and build on their strengths
- provide opportunities for learners to work in a variety of learning contexts, including mixed-ability groupings
- identify and respond to diversity in students' learning styles
- build on students' individual levels of knowledge, skills, and attitudes
- design learning and assessment tasks that draw on learners' strengths
- ensure that learners use strengths as a means of tackling areas of difficulty
- use students' strengths and abilities to motivate and support learning
- offer multiple and varied avenues to learning
- celebrate the accomplishment of learning tasks that learners believed were too challenging for them

A Gender-Inclusive Curriculum

In a supportive learning environment, male and female students receive equitable access to resources, including the teacher's time and attention, technology, learning assistance, and a range of roles in group activities. It is important that the curriculum reflect the experiences and values of both male and female students and that texts and other learning resources include and reflect the interests, achievements, and perspectives of males and females.

Both male and female students are disadvantaged when oral, written, and visual language creates, reflects, and reinforces gender stereotyping. Through critical examination of the language of a range of texts, students can discover what texts reveal about attitudes toward gender roles and how these attitudes are constructed and reinforced.

Teachers promote gender equity in their classrooms when they

- articulate equally high expectations for male and female students
- provide equal opportunity for input and response from male and female students
- model gender-fair language and respectful listening in all their interactions with students

Valuing Social and Cultural Diversity

Social and cultural diversity is a resource for expanding and enriching the learning experiences of all students. Students can learn much from the diverse backgrounds, experiences, and perspectives of their classmates in a community of learners where participants discuss and explore their own and others' customs, histories, traditions, values, beliefs, and ways of seeing and making sense of the world. In reading, viewing, and discussing a variety of texts, students from different social and cultural backgrounds can come to understand each other's perspectives, to realize that their ways of seeing and knowing are not the only ones possible, and to probe the complexities of the ideas and issues they are examining.

All students need to see their lives and experiences reflected in literature. To grow as readers and writers, students need opportunities to read and discuss the literature of their own and other cultures—to explore, for example, the differing conventions for storytelling and imaginative writing. Learning resources should include a range of texts that allows students to hear diverse social and cultural voices, to broaden their understanding of social and cultural diversity, and to examine the ways language and literature preserve and enrich culture.

English as a Second Language (ESL) Students

Students from language backgrounds other than English add valuable language resources and experiences to the classroom. The first language, prior knowledge, and culture of ESL students should be valued, respected, and, whenever possible, incorporated in the curriculum. The different linguistic knowledge and experience of ESL students can be used to extend the understanding of linguistic diversity of all students in the class.

While ESL students should work toward achievement of the same curriculum outcomes as other students, they may approach the outcomes differently and may at times be working with different learning resources at different levels and in a different time frame from other students.

The learning environment and classroom organization should affirm cultural values to support ESL students and provide opportunities for individual and group learning. It is especially important for these students to have access to a range of learning experiences, including opportunities to use language for both formal and informal purposes.

Teachers may need to make explicit the ways in which different forms, styles, and registers of English are used for many different purposes. It is particularly important that ESL students make connections between their learning in English language arts and other curricular areas, and

use learning contexts in other subjects to practise, reinforce, and extend their language skills.

Students with Special Needs

The curriculum outcomes statements in this guide are considered important for all learners and provide a framework for a range of learning experiences for all students, including students who require individual program plans.

Students with Language and Communication Difficulties

Some students may need specialized equipment such as braillers, magnification aids, word processors with spell checkers, and other computer programs with peripherals such as voice synthesizers or large print to help achieve outcomes. Speaking and listening outcomes can be understood to include all forms of verbal and non-verbal communication, including sign language and communicators.

Teachers should adapt learning contexts to provide support and challenge for all students, using the continuum of curriculum outcomes statements in a flexible way to plan learning experiences appropriate to students' learning needs. When specific outcomes are not attainable or appropriate for individual students, teachers can use statements of general curriculum outcomes, key-stage curriculum outcomes, and specific curriculum outcomes for previous and subsequent grade levels as reference points in setting learning goals for those students.

Diverse learning experiences, teaching and learning strategies, motivation, resources, and environments provide expanded opportunities for all learners to experience success as they work toward the achievement of outcomes. Many of the suggestions for teaching and learning in this guide provide access for a wide range of learners, simultaneously emphasizing both group support and individual activity. Similarly, the suggestions for using a variety of assessment practices provide diverse and multiple ways for students to demonstrate their achievements. Teachers may also find it helpful to refer to guides for other grade levels for additional teaching, learning, and assessment suggestions to serve and support students with special needs.

The curriculum's flexibility with regard to the choice of texts offers opportunities to support students who have language difficulties. Students at the lower end of the achievement continuum in a class need appropriate opportunities to show what they *can* do. For example, in working toward a particular outcome, students who cannot operate very successfully with particular texts should be given opportunities to demonstrate whether they can operate successfully with alternative activities or alternative texts—ones that are linguistically less complex or with which they might be more familiar

in terms of the context and content.

Students with special needs benefit from a variety of grouping arrangements that allow optimum opportunities for meaningful teacher-student and student-student interaction. Diverse groupings include the following:

- large-group or whole-class instruction
- teacher-directed small-group instruction
- small-group learning
- co-operative learning groups
- one-to-one teacher-student instruction
- independent work
- partner learning
- peer or cross-age tutors

Gifted and Talented Students

The curriculum outcomes described in this guide provide goals and challenges for all students, including gifted and talented learners. Teachers should adapt learning contexts to stimulate and extend the learning of these students, using the continuum of curriculum outcomes statements to plan challenging learning experiences.

For example, students who have already achieved the specific curriculum outcomes designated for their specific grade level(s) can work toward achieving outcomes designated for the next.

In designing learning tasks for advanced learners, teachers should consider ways that students can extend their knowledge base, thinking processes, learning strategies, self-awareness, and insights. These learners also need significant opportunities to use the general curriculum outcomes framework to design their own learning experiences which they may undertake individually or with learning partners.

Many of the suggestions for teaching and learning provide contexts for acceleration and enrichment—for example, the emphasis on experiment, inquiry, and critical perspectives. The curriculum's flexibility with regard to the choice of texts also offers opportunities for challenge and extension to students with special language abilities.

Gifted and talented students need opportunities to work in a variety of grouping arrangements, including both mixed-ability and similar-ability co-operative learning groups, interest groups, and partner learning.

Learning Preferences

Students have many ways of learning, knowing, understanding, and creating meaning. Research into the links between learning styles and preferences and the physiology and function of the brain

has provided educators with useful concepts on the nature of learning. Howard Gardner, for example, identifies seven broad frames of mind or intelligences: linguistic, logical/mathematical, visual/spatial, body/kinesthetic, musical, interpersonal, and intra personal. Gardner believes that each learner has a unique combination of strengths and weaknesses in these seven areas, but that all of them can be more fully developed through diverse learning experiences. Other researchers and education psychologists use different descriptors to categorize learning preferences.

How students receive and process information and the ways in which they interact with peers and their environment are indicated by and contribute to their preferred learning styles. Most learners have a preferred learning style, depending on the situation and the type of information the student is dealing with, just as most teachers have a preferred teaching style. By reflecting on their own styles and preferences as learners and as teachers in various contexts, teachers can

- build on their own teaching-style strengths
- develop awareness and expertise in different learning and teaching styles
- recognize differences in student preferences
- vary teaching strategies to accommodate the different ways students learn

Learning experiences and resources that engage students' multiple ways of understanding allow them to focus on their learning processes and preferences. To enhance their opportunities for learning success, students need

- a variety of learning experiences to accommodate their diverse learning styles and preferences
- opportunities to reflect on their preferences and understand how they learn best
- opportunities to explore, experiment with, and use learning styles other than those they prefer
- opportunities to reflect on other factors that affect their learning—environmental, emotional, sociological, physical
- a flexible time line within which to complete their work

Engaging All Students

One of the greatest challenges to teachers is engaging students who feel alienated from learning in English language arts and from learning in general—students who lack confidence in themselves as learners, who have a potential that has not yet been realized.

Among them are students who seem unable to concentrate, who lack everyday motivation for academic tasks, who rarely do homework, who fail to pass in assignments, who choose to remain on the periphery of small-group work, who cover up their writing attempts fearing the judgments of peers, who are mortified if asked to read aloud, and who keep their opinions to themselves. These students are significantly delayed when it comes to reading, writing, and relating. Some, though not all, exhibit behaviours in classrooms that further distance them from learning. Others are frequently absent from classes. Cumulatively, these are the disengaged students.

These students need essentially the same experiences as their peers in the area of English language arts—experiences that

- engage students in authentic and worthwhile communication situations
- allow them to construct meaning and connect and collaborate and communicate with each other
- form essential links between the world of the text and their own world
- give them a sense of ownership of learning and assessment tasks

They need additional experiences as well—experiences designed to engage them personally and meaningfully, to make their learning pursuits relevant. They need substantial support in reading and writing. They need positive and motivational feedback. They need all of these experiences within purposeful and interactive learning contexts. Ultimately, the English language arts curriculum for these students should prepare them for the world they will go into after high school completion.

Preparing students means engaging them with texts and with people from whom they can learn more about themselves and their world. Many of these students feel insecure about their own general knowledge and are reluctant to take part in class discussions, deferring to their peers who seem more competent. Through the English language arts curriculum, the students described above must find their *own* voice. The learning environment must be structured in such a way that these students, alongside their peers, develop confidence and gain access to information and to community, and develop competence with using language for real purposes.

The greatest challenge in engaging these learners is finding an appropriate balance between supporting their needs by structuring opportunities for them to experience learning success and challenging them to grow as learners. Teachers need to have high expectations for all students and to articulate clearly these expectations.

Establishing Community

A supportive environment is crucial for students who lack confidence in themselves as learners. If a true community of learners is to be created, teachers need to demonstrate a valuing of all learners, emphasizing that diversity enhances everyone's experience of learning. It is crucial that this happen very early in the school year and that it be continually reinforced. This kind of early intervention is vital for those students who tend not to readily engage in the lesson.

If a climate sensitive and responsive to the needs of all students is to be created, the students must come to know one another. This builds the base for peer partnerships, tutoring, sharing, and various other collaborative efforts. Through mini-lessons, workshops, and small-group dynamic exercises during initial classes, knowledge is shared about individual learning styles, interpersonal skills, and team building.

It is necessary that the teacher's role as facilitator be a very active one. The teacher circulates through the room, attending to the vocal and the silent members of each group, modelling ways of drawing everyone into the dialogue as well as ways of respecting and valuing each person's contribution, making mental notes about students to conference with them later on an individual basis.

Whenever there is within a class a level of comfort and trust built on supportive teacher-student and student-peer relationships, the probability of the learner's engagement is multiplied. Having established community within the classroom, the teacher and the students together make decisions as to appropriate groupings for various activities. Flexibility is important for all students. It is especially important for students who need extra support.

Whether students are working as a whole class, in small groups, pairs, triads, or individually, teachers should consider the following in terms of supporting the potentially disengaged:

- Ask for students' opinions on relatively safe topics (at first) during whole-class discussion, demonstrating that the teacher is confident the student has something worthwhile to say on the topic.

- Guide peers to field questions evenly around the group.
- Encourage questioning, never assuming prior knowledge on a given topic.
- Select partners for students and also encourage students to select different partners for different reasons—for example, when students are revising written work, students could be selected who will teach/ share their understandings.
- Help students to establish a comfort zone, a small group in which they will be willing to speak and take some learning risks.
- Observe students within a group, get to know their strengths, and conference with them about the roles for which they feel most suited.
- Assist students to move beyond their comfort zone and out of one role into another.
- Allow students to work alone, if they choose, so long as they still benefit from some group experience.
- Conference with students to provide mini-lessons or strategy instruction on a one-on-one basis or with other students who have similar learning needs.

The High School Learning Environment

Learning environments for English language arts in high school are

- participatory, interactive, and collaborative
- inclusive
- caring, safe, challenging
- engaging and relevant
- inquiry based, issues oriented
- places where resource-based learning includes and encourages the multiple uses of technology, the media, and other visual texts as pathways to learning and as avenues for representing knowledge

An important responsibility of the teacher is to create language-rich environments in which learning takes place. The teacher structures the learning situation and organizes necessary resources. Assessing the nature of the learning task, the teacher may find that the situation calls for teacher-directed activities with the whole class, small groups of students, or individual students. Such activities include direct instruction in concepts and strategies and brief mini-lessons to create and maintain a focus for learning.

When students have developed a focus for their learning, the teacher moves to the perimeter to monitor learning experiences and to encourage flexibility and risk taking in the ways students approach learning tasks. The teacher intervenes, when appropriate, to provide support. In such environments, students will feel central in the learning process.

As the students accept more and more responsibility for learning, the teacher's role changes. The teacher notes what the students are learning and what they need to learn, and helps them to accomplish their tasks. The teacher can be a coach, a facilitator, an editor, a resource person, and a fellow learner (for more detail about the teacher's role, see *Foundation for the Atlantic Canada English Language Arts Curriculum,* pp. 44-45). The teacher is a model whom students can emulate, a guide who assists, encourages, and instructs the student as needed during the learning process. Through the whole process, the teacher is also an evaluator, assessing students' growth while helping them to recognize their achievements and their future needs.

Learning environments for English language arts in high school are places where teachers

- integrate new ways of teaching and learning with established effective practices
- have an extensive repertoire of strategies from which to select the one most appropriate for the specific learning task
- value the place of dialogue in the learning process
- recognize students as being intelligent in a number of different ways and encourage them to explore other ways of knowing
- value the inclusive classroom and engage all learners in meaningful activities
- acknowledge the ways in which gender, race, ethnicity, and culture shape particular ways of viewing and knowing the world
- structure repeated opportunities for reflection so that reflection becomes an integral part of the learning process

Curriculum Outcomes

Introduction

This section provides

- information on the curriculum outcomes framework
- essential graduation learnings
- general curriculum outcomes statements
- key-stage curriculum outcomes statements
- an overview of the connection between essential graduation learnings and key-stage curriculum outcomes
- specific curriculum outcomes statements for speaking and listening, reading and viewing, writing and other ways of representing
- suggestions for teaching approaches, learning tasks and experiences, and assessment strategies and activities

Curriculum Outcomes Framework

Essential Graduation Learnings

Essential graduation learnings are statements describing the knowledge, skills, and attitudes expected of all students who graduate from high school, which are

- cross-curricular
- the foundation for all curriculum development
- found on pages 6-9 of the *Foundation for the Atlantic Canada English Language Arts Curriculum* and following in this section

General Curriculum Outcomes ELA

General curriculum outcomes are statements identifying what students are expected to know and be able to do upon completion of study in English language arts, which

- contribute to the attainment of the essential graduation learnings
- are connected to key-stage curriculum outcomes
- are found on page 14 of the *Foundation for the English Language Arts Curriculum* and following in this section

Key-stage Curriculum Outcomes ELA

Key-stage curriculum outcomes are statements identifying what students are expected to know and be able to do by the end of grades 8 and 12 as a result of cumulative learning experiences in English language arts, which

- contribute to the achievement of general curriculum outcomes

- are found for the end of grade 8 in the Middle Level document and, for the end of grade 12, following in this section

Specific Curriculum Outcomes ELA

Specific curriculum outcomes are statements identifying what students are expected to know and be able to do at a particular grade level, which

- contribute to the achievement of key-stage curriculum outcomes
- are found in this section of the curriculum guide, with accompanying suggestions for teaching and learning

Essential Graduation Learnings

Graduates from the public schools of Atlantic Canada will be able to demonstrate knowledge, skills, and attitudes in the following essential graduation learnings:

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

Citizenship

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

Technological Competence

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

General Curriculum Outcomes ELA

The general curriculum outcomes are the foundation for all English language arts curriculum guides. They identify what students are expected to know and be able to do upon completion of study in English language arts. Although the statements of learning outcomes are organized under the headings Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing, it is important to recognize that all these language processes are interrelated and can be developed most effectively as interdependent processes.

Refer to Appendix 1 for Clarification of English Language Arts Outcomes which might assist in communication with parents, students, and other teachers.

Speaking and Listening

1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.
2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.
3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Reading and Viewing

4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.
5. Students will be expected to interpret, select, and combine information, using a variety of strategies, resources, and technologies.
6. Students will be expected to respond personally to a range of texts.
7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Writing and Representing

8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.
9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.
10. Students will be expected to use a range of strategies to develop effective writing and other ways of representing, and to enhance clarity, precision, and effectiveness.

Key-stage Curriculum Outcomes ELA

Key-stage curriculum outcomes for the end of grades 8 and 12 reflect a continuum of learning. While there may appear to be similarities in outcomes across the key stages, teachers will recognize the increase in expectations for students according to

- the nature of learning language processes
- students' maturity of thinking and interests
- students' increasing independence as learners
- the complexity and sophistication of ideas, texts, and tasks
- the level or depth of students' engagement with ideas, texts, and tasks
- the range of language experiences and the repertoire of strategies and skills students apply to those experiences

The following key-stage curriculum outcomes describe what students will be expected to know and be able to do in English language arts by the end of grade 12. It should be noted that students work toward achieving these outcomes in grades 9/10 and in grade 11, as well as in grade 12.

Speaking and Listening

By the end of grade 12, students will be expected to

- examine others' ideas and synthesize what is helpful to clarify and expand on their own understanding
- ask discriminating questions to acquire, interpret, analyse, and evaluate ideas and information
- articulate, advocate, and justify positions on an issue or text in a convincing manner, showing an understanding of a range of viewpoints
- listen critically to analyse and evaluate concepts, ideas, and information
- interact in both leadership and support roles in a range of situations, some of which are characterized by complexity of purpose, procedure, and subject matter
- adapt language and delivery for a variety of audiences and purposes in informal and formal contexts, some of which are characterized by complexity of purpose, procedure, and subject matter
- respond to a wide range of complex questions and directions
- reflect critically on and evaluate their own and others' uses of language in a range of contexts, recognizing elements of verbal and non-verbal messages that produce powerful communication
- consistently demonstrate active listening and concern for the needs, rights, and feelings of others
- demonstrate how spoken language influences and manipulates, and reveals ideas, values, and attitudes

- address the demands of a variety of speaking situations, making critical language choices, especially of tone and style

Reading and Viewing

By the end of grade 12, students will be expected to

- select texts to support their learning needs and range of special interests
- read widely and experience a variety of literary genres and modes from different provinces and countries, and world literature from different literary periods
- articulate their understanding of ways in which information texts are constructed for particular purposes
- use the cueing systems and a variety of strategies to construct meaning in reading and viewing complex and sophisticated print and media texts
- articulate their own processes and strategies in exploring, interpreting, and reflecting on sophisticated texts and tasks
- access, select, and research, in systematic ways, specific information to meet personal and learning needs
  - use the electronic network and other sources of information in ways characterized by complexity of purpose, procedure or subject matter
  - evaluate their research processes
- make informed personal responses to increasingly challenging print and media texts and reflect on their responses
- articulate and justify points of view about texts and text elements
- critically evaluate the information they access
- show the relationships among language, topic, purpose, context and audience
  - note the relationship of specific elements of a particular text to elements of other texts
  - describe, discuss, and evaluate the language, ideas, and other significant characteristics of a variety of texts and genres
- respond critically to complex and sophisticated texts
  - examine how texts work to reveal and produce ideologies, identities, and positions
  - examine how media texts construct notions of roles, behaviour, culture, and reality
  - examine how textual features help a reader and viewer to create meaning of the texts

Writing and Other Ways of Representing

By the end of grade 12, students will be expected to

- use writing and other ways of representing to explore, extend, and reflect on
  - their experiences with and insights into challenging texts and issues
  - the processes and strategies they use
  - their achievements as language users and learners
  - the basis for their feelings, values, and attitudes

- use note-making strategies to reconstruct increasingly complex knowledge
- explore the use of photographs, diagrams, storyboards, etc., in documenting experiences
- make effective choices of language and techniques to enhance the impact of imaginative writing and other ways of representing
- produce writing and other forms of representation characterized by increasing complexity of thought, structure, and conventions
- demonstrate an understanding of the ways in which the construction of texts can create, enhance, and control meaning
  - make critical choices of form, style, and content to address increasingly complex demands of different purposes and audiences

- evaluate the responses of others to their writing and media productions
- apply their knowledge of what strategies are effective for them as creators of various writing and other representations
- use the conventions of written language accurately and consistently in final products
- use computer and media technology effectively to serve their communication purposes
- demonstrate a commitment to the skilful crafting of a range of writing and other representations
- integrate information from many sources to construct and communicate meaning

EGL Connections

The following English language arts grade 12 key-stage curriculum outcomes are examples of outcomes that enable students to achieve the essential graduation learnings:

Essential Graduation Learnings

Key-Stage Curriculum Outcomes

Aesthetic Expression

Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.

By the end of grade 12, students will be expected to

- use writing and other ways of representing to explore, extend, and reflect on their experiences with and insights into challenging texts and issues
- make effective choices of language and technique to enhance the impact of imaginative writing and other ways of representing
- reflect critically on and evaluate their own and others' use of language in a range of contexts, recognizing elements of verbal and non-verbal messages that produce powerful communication

Communication

Graduates will be able to use the listening, viewing, speaking, reading, and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn, and communicate effectively.

By the end of grade 12, students will be expected to

- consistently demonstrate active listening and concern for the needs, rights, and feelings of others
- read widely and experience a variety of literary genres and modes from different provinces and countries, and world literature from different literary periods
- respond critically to complex and sophisticated texts and examine how texts work to reveal and produce ideologies, identities, and positions

Citizenship

Graduates will be able to assess social, cultural, economic, and environmental interdependence in a local and global context.

By the end of grade 12, students will be expected to

- ask discriminating questions to acquire, interpret, analyse, and evaluate ideas and information
- use the cueing systems and a variety of strategies to construct meaning in reading and viewing complex and sophisticated print and media texts
- produce writing and other forms of representation characterized by increasing complexity of thought, structure, and conventions

Personal Development

Graduates will be able to continue to learn and to pursue an active, healthy lifestyle.

By the end of grade 12, students will be expected to

- select texts to support their learning needs and range of special interests
- access, select, and research, in systematic ways, specific information to meet personal and learning needs
- use writing and other ways of representing to explore, extend, and reflect on the basis for their feelings, values, and attitudes

Problem Solving

Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language, mathematical, and scientific concepts.

By the end of grade 12, students will be expected to

- ask discriminating questions to acquire, interpret, analyse, and evaluate ideas and information
- analyse thematic connections among texts and articulate an understanding of the universality of many themes
- use note-making strategies to reconstruct increasingly complex knowledge to evaluate the responses of others to their writing and media production

Technological Competence

Graduates will be able to use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems.

By the end of grade 12, students will be expected to

- use the electronic network, and other sources of information, in ways characterized by complexity of purpose, procedure, or subject matter
- use computer and media technology effectively to serve their communication purposes
- respond critically to complex and sophisticated texts and examine how media texts construct notions of role, behaviour, culture, and reality

Specific Curriculum Outcomes ELA

Specific curriculum outcomes are statements that identify what students are expected to know and be able to do at a particular grade level. Once again, it is important to note that these outcomes represent a continuum of learning.

The curriculum should be balanced to provide wide-ranging experiences in each outcome through student participation in all aspects of the program. Suggestions for teaching, learning, and assessment are exactly that—***suggestions*** of ways to help students reach the outcomes. Instructional and assessment practices can and should be designed to provide multiple routes to achievement of the outcomes and multiple ways of demonstrating achievement.

Although the specific curriculum outcomes that follow are grouped according to language processes, it is recognized that classroom experiences develop these processes in an integrated manner.

Introduction

This section provides

- an overview of specific curriculum outcomes
- specific curriculum outcomes (elaborations of the general curriculum outcomes headings) with suggestions for teaching, suggestions for assessment, and notes/vignettes

Note:

Grade 9/10 specific curriculum outcomes have double two page spreads of suggestions with the same outcomes for both years in the left-hand column.

In Grades 9/10, Grade 11, and Grade 12, outcome number 8 has additional pages of suggestions to address the specifics of that outcome.

1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Grades 9/10	*Grade 11*	*Grade 12*
• examine the ideas of others in discussion to clarify and extend their own understanding	• follow up on and extend others' ideas in order to reflect upon their own interpretation of experiences	• examine others' ideas and synthesize what is helpful to clarify and expand on their own understanding
• construct ideas about issues by asking relevant questions and responding thoughtfully to questions posed	• ask perceptive/probing questions to explore ideas and gain information	• ask discriminating questions to acquire, interpret, analyse, and evaluate ideas and information
• present a personal viewpoint to a group of listeners, interpret their responses, and take others' ideas into account when explaining their positions	• address complex issues, present points of view backed by evidence, and modify, defend, or argue for their positions in response to opposing points of view	• articulate, advocate, and justify positions on an issue or text in a convincing manner, showing an understanding of a range of viewpoints
• listen critically to analyse and evaluate ideas and information in order to formulate and refine opinions and ideas	• listen critically to evaluate others' ideas in terms of their own understanding and experiences, and identify ambiguities and unsubstantiated statements	• listen critically to analyse and evaluate concepts, ideas, and information

2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

Grades 9/10	Grade 11	Grade 12
• participate in a range of speaking situations, demonstrating an understanding of the difference between formal and informal speech	• use their awareness of the difference between formal and informal speech to interact effectively in panel discussions, formal debates, and other structured and formal situations	• interact in both leadership and support roles in a range of situations, some of which are characterized by complexity of purpose, procedure, and subject matter
• recognize that communication involves an exchange of ideas (experiences, information, views) and an awareness of the connections between the speaker and the listener; use this awareness to adapt the message, language, and delivery to the context	• effectively adapt language and delivery for a variety of audiences and situations in order to achieve their goals or intents	• adapt language and delivery for a variety of audiences and purposes in informal and formal contexts, some of which are characterized by complexity of purpose, procedure, and subject matter
• give precise instructions, follow directions accurately, and respond thoughtfully to complex questions	• ask and respond to questions in a range of situations, including those related to complex texts and tasks	• respond to a wide range of complex questions and directions
• recognize that oral communication involves physical qualities and language choices depending on situation, audience, and purpose	• critically evaluate others' uses of language and use this knowledge to reflect on and improve their own uses of language	• reflect critically on and evaluate their own and others' uses of language in a range of contexts, recognizing elements of verbal and non-verbal messages that produce powerful communication

3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Grades 9/10	*Grade 11*	*Grade 12*
• demonstrate active listening and respect for the needs, rights, and feelings of others - analyse the positions of others	• demonstrate sensitivity and respect in interaction with peers and others in both informal and formal situations	• consistently demonstrate active listening and concern for the needs, rights, and feelings of others
• demonstrate an awareness of the power of spoken language by articulating how spoken language influences and manipulates, and reveals ideas, values, and attitudes	• discuss and experiment with some language features in formal, defined structures that enable speakers to influence and persuade audiences	• demonstrate how spoken language influences and manipulates, and reveals ideas, values, and attitudes
• demonstrate an awareness of varieties of language and communication styles - recognize the social contexts of different speech events	• adapt language and communication style to audience, purpose, and situation	• address the demands of a variety of speaking situations, making critical language choices, especially of tone and style - express individual voice, enabling them to remain engaged, but be able to determine whether they will express themselves or remain silent

4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Grades 9/10	*Grade 11*	*Grade 12*
• read a wide variety of print texts which include drama, poetry, fiction, and non-fiction from contemporary, pre-twentieth century, Canadian and world writing	• read a wide variety of print texts, recognizing elements of those texts that are relevant to their own lives and community	• select texts to support their learning needs and range of special interests
• view a wide variety of media and visual texts, such as broadcast journalism, film, television, advertising, CD-ROM, Internet, music videos	• view a wide variety of media and visual texts, comparing and analysing the structure, genre, style, and cultural diversity of the different texts	• read widely and experience a variety of literary genres and modes from different provinces and countries, and world literature from different literary periods
• seek meaning in reading, using a variety of strategies such as cueing systems, utilizing prior knowledge, analysing, inferring, predicting, synthesizing, and evaluating	• assess ideas, information, and language, synthesizing and applying meaning from diverse and differing perspectives	• articulate their understanding of ways in which information texts are constructed for particular purposes
• use specific strategies to clear up confusing parts of a text (e.g. reread/review the text, consult another source, ask for help) and adjust reading and viewing rate (e.g. skimming, scanning, reading/viewing for detail) according to purpose	• demonstrate an understanding of and apply the strategies required to gain information from complex print texts and multimedia texts	• use the cueing systems and a variety of strategies to construct meaning in reading and viewing complex and sophisticated print and media texts
• demonstrate an understanding of the impact literary devices and media techniques (editing, symbolism, imagery, figurative language, irony, etc.) have on shaping the understanding of a text	• articulate their understanding of the purpose of the author in relation to the impact of literary devices and media techniques on the reader or viewer	• articulate their own processes and strategies in exploring, interpreting, and reflecting on sophisticated texts and tasks

5. Students will be expected to interpret, select, and combine information, using a variety of strategies, resources, and technologies.

Grades 9/10	Grade 11	Grade 12
• research, in systematic ways, specific information from a variety of sources	• acquire information from a variety of sources, recognizing the relationships, concepts, and ideas that can be utilized to generate student text	• access, select, and research, in systematic ways, specific information to meet personal and individual learning needs
- select appropriate information to meet the requirements of a learning task	- select appropriate information from a variety of sources, making meaningful selections for their own purposes	- use the electronic network and other sources of information, in ways characterized by complexity of purpose, procedure, or subject matter
- analyse and evaluate the chosen information	- recognize and reflect upon the appropriateness of information for the purpose of making meaningful student text	- evaluate their research processes
- integrate the chosen information, in a way that effectively meets the requirements of a learning task and/or solves personally defined problems	- synthesize information from a range of sources, including the electronic network, to address a variety of topics and issues	

6. Students will be expected to respond personally to a range of texts.

Grades 9/10	Grade 11	Grade 12
• articulate personal responses to text by expressing and supporting a point of view about the issues, themes, and situations within texts, citing appropriate evidence	• recognize and articulate the elements of information from a variety of sources that trigger personal responses	their understanding • make informed personal responses to increasingly challenging print and media texts and reflect on their responses
• respond to the texts they are reading and viewing by questioning, connecting, evaluating, and extending	• make connections between the ideas and information presented in literary and media texts and their own experiences	- make connections between their own values, beliefs, and cultures and those reflected in literary and media texts
• make thematic connections among print texts, public discourse, and media • demonstrate a willingness to consider more than one interpretation of text	• make connections among the themes, issues, and ideas expressed in various texts • demonstrate a willingness to explore multiple perspectives on text	- analyse thematic connections among texts and articulate an understanding of the universality of many themes - demonstrate a willingness to explore diverse perspectives to develop or modify their points of view
	• justify points of view on various print and media texts • recognize and articulate feelings about ambiguities in complex texts, interpreting details and subtleties to clarify	• articulate and justify points of view about texts and text elements - interpret ambiguities in complex and sophisticated texts

7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Grades 9/10	*Grade 11*	*Grade 12*
• examine the different aspects of texts (language, style, graphics, tone, etc.) that contribute to meaning and effect • make inferences, draw conclusions, and make supported responses to content, form, and structure	• recognize the commonalities and differences in form, structure, and ideas of various texts • recognize how the artful use of language and the structures of genre and text can influence or manipulate the reader/viewer	• critically evaluate the information they access
• explore the relationships among language, topic, genre, purpose, context, and audience • recognize the use and impact of specific literary and media devices (e.g. figurative language, dialogue, flashback, symbolism) • discuss the language, ideas, and other significant characteristics of a variety of texts and genres	• examine the relationships among language, topic, purpose, context, and audience • examine the relationship of specific elements within and among texts • analyse the merits of the language, ideas, and other significant characteristics of a variety of texts and genres	• show the relationships among language, topic, purpose, context, and audience - note the relationship of specific elements of a particular text to elements of other texts - describe, discuss, and evaluate the language, ideas, and other significant characteristics of a variety of texts and genres
• respond critically to a variety of print and media texts • demonstrate an awareness that texts reveal and produce ideologies, identities, and positions • evaluate ways in which both genders and various cultures and socio-economic groups are portrayed in media texts	• respond critically to complex print and media texts • explore the diverse ways in which texts reveal and produce ideologies, identities, and positions • reflect on their responses to print and media texts, considering their own and others' social and cultural contexts	• respond critically to complex and sophisticated texts - examine how texts work to reveal and produce ideologies, identities, and positions - examine how media texts construct notions of roles, behaviour, culture, and reality - examine how textual features help a reader and viewer to create meaning of the texts

8. Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imagination.

Grades 9/10	*Grade 11*	*Grade 12*
• use writing and other ways of representing to - extend ideas and experiences - reflect on their feelings, values, and attitudes - describe and evaluate their learning processes and strategies	• use writing and other ways of representing to - explore, interpret, and reflect on their experiences with a range of texts and issues - monitor the language and learning processes and strategies they use - record and assess their achievements as language users and learners - express their feelings, and reflect on experiences that have shaped their ideas, values, and attitudes	• use writing and other ways of representing to explore, extend, and reflect on - their experiences with and insights into challenging texts and issues - the writing processes and strategies they use - their achievements as language users and learners - the basis for their feelings, values, and attitudes
• use note-making, illustrations, and other ways of representing to reconstruct knowledge	• use note-making strategies to document experience and reconstruct knowledge by - paraphrasing - summarizing - using note cards, note-taking sheets, research grids - video or audio techniques	• use note-making strategies to reconstruct increasingly complex knowledge - explore the use of photographs, diagrams, storyboards, etc., in documenting experiences
• choose language that creates interesting and imaginative effects	• make informed choices of language and techniques to enhance the impact of imaginative writing and other ways of representing	• make effective choices of language and techniques to enhance the impact of imaginative writing and other ways of representing

9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Grades 9/10	*Grade 11*	*Grade 12*
• demonstrate skills in constructing a range of texts for a variety of audiences and purposes	• construct increasingly complex texts, using a range of forms to serve their purposes	• produce writing and other forms of representation characterized by increasing complexity of thought, structure, and conventions
• create an organizing structure appropriate to the purpose, audience, and context of texts - select appropriate form, style, and content for specific audiences and purposes - use a range of appropriate strategies to engage the reader/ viewer	• create a clear and coherent structure in various forms of writing and media production - make informed choices of form, style, and content to address the demands of different audiences and purposes - use effective strategies to engage the reader/viewer	• demonstrate an understanding of the ways in which the construction of texts can create, enhance, or control meaning - make critical choices of form, style, and content to address increasingly complex demands of different purposes and audiences
• analyse and reflect on others' responses to their writing and audiovisual productions and consider those responses in creating new pieces	• use audience feedback in the process of writing and media production to improve the effectiveness of final products	• evaluate the responses of others to their writing and media production

10. Students will be expected to use a range of strategies to develop effective writing and other ways of representing, and to enhance clarity, precision, and effectiveness.

Grades 9/10	*Grade 11*	*Grade 12*
• demonstrate an awareness of what writing/representation processes and presentation strategies work for them in relation to audience and purpose	• apply a variety of writing/ representation strategies to construct increasingly complex texts	• apply their knowledge of what strategies are effective for them as creators of various writing and other representations
• consistently use the conventions of written language in final products	• demonstrate control of the conventions of written language in final products	• use the conventions of written language accurately and consistently in final products
• experiment with the use of technology in communicating for a range of purposes	• make informed choices about the use of computer and media technology to serve their communication purposes	• use technology effectively to serve their communication purposes - design texts that they find aesthetically pleasing and useful
• demonstrate commitment to crafting pieces of writing and other representations	• demonstrate a commitment to crafting a range of writing and other representations	• demonstrate a commitment to the skilful crafting of a range of writing and other representations
• use a range of materials and ideas to clarify writing and other ways of representing for a specific audience (e.g. graphs, illustrations, tables)	• use information from a variety of sources to construct and communicate meaning	• integrate information from many sources to construct and communicate meaning

1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Grades 9/10	*Grade 11*	*Grade 12*

Grades 9/10

- examine the ideas of others in discussion and presentation to clarify and extend their own understanding
- construct ideas about issues by asking relevant questions and responding thoughtfully to questions posed
- present a personal viewpoint to a group of listeners, interpret their responses, and take others' ideas into account when explaining their positions
- listen critically to analyse and evaluate ideas and information in order to formulate and refine opinions and ideas

- Have students working in pairs, small groups, or with the teacher share their personal responses (ideas, feelings, thoughts, memories, connections, etc.) to a poem, movie, passage from a text, song, etc. After taking turns sharing their initial responses, students can then *open* the discussion to expand, compare, and explore the many different responses.

- Model for students when to ask questions, what questions to ask, and how to give appropriate responses.

- Have students observe taped or live interviews conducted by classmates. While observing and listening to the interviews, they are to focus on questions and responses, taking note of questions that are relevant and clearly articulated and responses that provide the information asked for. A class discussion after this activity can generate a list of criteria for when and how to ask questions.

- Have students prepare a short questionnaire on a particular issue (e.g. homework habits, amount and type of television viewed, essential qualities a friend must have) and interview five or six classmates. Then have the students write up the results of their interviews and, more importantly, identify the strengths/ weaknesses of the questions and responses. Sharing these results, the class can generate criteria for interviewing.

- Using a prepared list of statements or questions on controversial topics, give students, working in pairs, a limited time to develop supporting reasons for a chosen statement/question that they can then present to the rest of the class in a one-minute impromptu speech. Have students listen carefully to evaluate these persuasive presentations looking for gaps in logic, incorrect or conflicting information, and convincing arguments.

Grades 9/10	Grade 11	Classroom Activities — Grade 12
• Observe students during class discussion and/or small-group conversation, noting those students who contribute, ask questions, and get involved in extending their own understanding. • Observe students during class discussion and/or small-group conversation, noting those students who demonstrate a clear understanding of how to ask questions calling for elaboration, clarification, or qualification, and of how to respond thoughtfully and appropriately to such questions. • Have students work in pairs to conduct an audiotaped interview. Pairs exchange tapes and write an assessment of the interview based on class-developed criteria such		I get students, each Monday, to make an oral presentation. I call this time *Something to Think About*. The volunteer presents an opinion on a subject, then asks the class two questions. The class respond in journals and orally share their viewpoints. We have had some really interesting discussions this year on a variety of topics. *(Grades 9/10 teacher)*

1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Outcomes	*Suggestions for Teaching and Learning*
Grades 9/10 • examine the ideas of others in discussion and presentation to clarify and extend their own understanding • construct ideas about issues by asking relevant questions and responding thoughtfully to questions posed • present a personal viewpoint to a group of listeners, interpret their responses, and take others' ideas into account when explaining their positions • listen critically to analyse and evaluate ideas and information in order to formulate and refine opinions and ideas	*Focus:* Through small-group discussion, debate, oral presentations, and seminars, students examine specific issues, articulate ideas, and question positions of others and themselves to refine their own understanding and expression of issues. Speaking and listening experiences should focus on informal talk in social contexts and should be structured to ensure that all students participate in all of these listening and speaking events. By reflecting on either the issues presented in various Grades 9/10 texts or on the examination of selected issues, students become increasingly able to participate actively in meaningful informal discussion. *Expectations:* In Grades 9/10, students are expected to participate in • small-group discussion • informal debate • oral presentations *Small-Group Discussion* • Roles—by participating in various roles (facilitator, mediator, leader, recorder, researcher, etc.), students will understand the purpose of active participation in each role and develop the skills to function meaningfully in a social context. • Skills—modify speaking/listening style to suit the context of group discussion, use content appropriate to situation, discuss personal experiences, listen intently, and question appropriately. *Informal Debate:* The context of the small group will be an integral part of the development of students' skills in speaking and listening. Provide pairs or small groups of students a controversial aspect of a relevant issue. By debating the positive and negative sides of issues, students have the opportunity to develop speaking and listening skills. *Oral Presentations*: Presentations to a small group and presentations by small groups provide opportunities for students to • examine, articulate, and refine ideas in a non-threatening setting • build upon others' ideas and viewpoints • share perspectives on an issue to extend understanding of both speakers and listeners

Suggestions for Assessment	*Notes/Vignettes*
Informal • observation—during designated activities, record, through checklists and notes, the extent to which students become increasingly articulate, questioning, participatory, more active in critical listening, aware of the role of audience, organized, and creative in presentation of information and ideas • self-assessment and peer assessment in the form of post-event discussion, and personal and group reflection *Formal* • predetermined and precommunicated measures and criteria for evaluation, establishing specific outcomes for the specific event *Reflection* • students and teachers reflect upon the development of a presentation through, for example, notes for feedback, informal discussion (debriefing), and learning-log entries *Sample Assessment Criteria* Students • use language for learning • willingly offer their own ideas • demonstrate sensitivity to others' ideas • grapple with new ideas • identify areas of agreement and dissonance between their thinking and others' ideas • raise questions • attend to the task • adapt to different roles in the group	Students prepare an audio or video news broadcast which reports on an aspect of their learning in English language arts or another curriculum area, omitting either one or many key details. After the broadcast is presented to the class, presenters ask listeners/viewers to describe the details that were omitted and to explain why these details were important to the broadcast. *Seminar:* One type of oral presentation well suited to Grades 9/10 is the seminar. Students are responsible for the investigation, research, and presentation of their synthesis of a topic to a small and/or large group. *Re-enactment:* Through participation in the re-enactment of student writing and published pieces (plays, poems, monologues, etc.), students adopt many voices in various roles that allow them to formulate their own voice and style.

2. Students will be expected to communicate information and ideas effectively and clearly and to respond personally and critically.

Outcomes	*Suggestions for Teaching and Learning*

Grades 9/10

- participate in a range of speaking situations, demonstrating an understanding of the difference between formal and informal speech
- recognize that communication involves an exchange of ideas (experiences, information, views) and an awareness of the connections between the speaker and the listener; use this awareness to adapt the message, language and delivery to the context
- give precise instructions, follow directions accurately, and respond thoughtfully to complex questions
- recognize that oral communication involves physical qualities and language choices, depending on the situation, audience, and purpose

Students develop an awareness of the varying purposes, styles, and forms of language by using the processes of conjecture, analysis, and reflection.

Students are expected to engage actively, as speakers and listeners, in the following experiences:

- small-group discussions
- debates
- oral presentations
- seminars
- re-enactments

Small-Group Discussion

- *Roles*: Students will become aware of the purposes, styles, and forms of the small-group discussion by adopting various roles in the group: observer, questioner, paraphraser, articulator, challenger, innovator, synthesizer. These roles cannot be practised in isolation, but each individual must integrate these roles into his/her participation in the group.
- *Small Talk*: Unlike the written text where the structure is set, talk is a fluid and ever-changing event. In discussion, each participant comes to the discussion with his/her individual experiences, linguistic background, and societal idiosyncrasies. In successful group discussion, participants must be able to create social connections quickly and comfortably to determine the direction and purpose of the group.
- *Informal Debate*: Informal debate in the context of the small group will be an integral part of students' oral growth. The movement from small-group discussion to informal debate provides students with the opportunity to participate in more structured thinking processes as they argue to defend a point of view, which may not represent their personal opinions. In structuring informal debate events, it is important to ensure that each student debates many sides of an issue to develop an awareness of the adaptations of the message, language and delivery to the context.
- *Seminar*: This formal speech event is a short intensive course of study on one topic, involving the synthesis of a number of ideas that have been thoroughly researched for the sole purpose of informing the audience. This type of presentation may require interpretation of notes, other texts, and visual and audio components.

Suggestions for Assessment	*Notes/Vignettes*
Small-group Discussion: Repeated opportunities enable students to develop an awareness of • and proficiency in various group roles • the complexities and the integrated nature of oral language in informal social discourse Assessment should focus on student demonstration of this awareness. *Oral Presentations*: Successful oral presentations occur when students integrate a number of speaking and listening skills: • their abilities to communicate an idea, etc., in the appropriate language and structure for the audience • their abilities to "think on their feet" as they address issues presented by the audience They will demonstrate their understanding of the topic and their abilities to think on their feet by thoughtfully answering questions posed by the audience. *Informal* • observation—record, through observation, notes, and checklists, the extent to which students become increasingly articulate, questioning, participatory, more active in critical listening, aware of the role of audience, and organized and creative in presentation of information and ideas • self-assessment and peer assessment in the form of post-event discussion, and personal and group reflection *Formal* • predetermined and precommunicated measures and criteria for evaluation, establishing specific outcomes for the specific event *Reflection* • students and teachers reflect upon the application and development of presentation	*Talk about Talk:* Much classroom talk should be *talk about talk*. • Teachers call attention to the features of the thinking and language used by students and by the teacher. • Such talk supports students' growth in thinking and the articulation of ideas in the making. • It is important that teachers model and explain the kinds of thinking and language use they want students to learn—drawing attention to the connections they make, the sorts of questions they pose, the criteria they use to evaluate ideas and experiences, and the particular language forms they use in different contexts. *Climate:* It is important that teachers create a climate of open communication that encourages students to talk to each other about their own interests and experiences. *Telephone Skills*: Students role-play giving and taking telephone messages with specific focus, for example, a career or business context. This is a good use for old or broken telephones. For both the caller and the one taking messages, students should consider • purpose/audience • voice mail • accuracy and clarity of the information • what information is important • time, date, and deadline information • standards of courtesy • tone, pace, and clarity of speech • language choices

2. Students will be expected to communicate information and ideas effectively and clearly and to respond personally and critically.

Outcomes	*Suggestions for Teaching and Learning*
Grades 9/10 • participate in a range of speaking situations, demonstrating an understanding of the difference between formal and informal speech • recognize that communication involves an exchange of ideas (experiences, information, views) and an awareness of the connections between the speaker and the listener; use this awareness to adapt the message, language and delivery to the context • give precise instructions, follow directions accurately, and respond thoughtfully to complex questions • recognize that oral communication involves physical qualities and language choices, depending on the situation, audience, and purpose	• Have students work in groups of three, each taking a different position on the same issue and role-play a discussion on the issue. • Hold formal debates. • Have students prepare short oral presentations on the same topic for two different groups (e.g. a small group of elementary students and a committee of parents, or the principal and a large group of students in the same grade from another school). • Provide students with a variety of different situations and ask them to prepare oral responses (e.g. a petition to the principal to shorten the school day, a formal address to students in an assembly or a persuasive argument to convince another student to change lockers). • Have students give directions for others to follow on how to locate something that has been placed somewhere in the school. • Show students a variety of oral presentations (e.g. *clips* from a newscast or talk show, an advertisement, or part of an interview) and discuss differences in tone, language choice, voice, and non-verbal communication in each. Assess the effects of these choices. • Provide models (teacher and student) for oral reading, choral speaking, Readers Theatre, storytelling, etc.

Suggestions for Assessment	*Notes/Vignettes*
• Assess, through careful classroom observation, a student's ability to participate constructively in small-group and whole-group discussion (e.g. they listen attentively, ask for clarification, offer additional information to advance the discussion, support the views and comments of others).	*Classroom Activity* I have developed a simple form that students can use to help them focus on organized student speeches or talks, and I model how to complete the form before any of the speaking begins.

Classroom Activity

I have developed a simple form that students can use to help them focus on organized student speeches or talks, and I model how to complete the form before any of the speaking begins.

• Assess, through careful classroom observation, a student's ability to participate constructively in small-group and whole-group discussion (e.g. they listen attentively, ask for clarification, offer additional information to advance the discussion, support the views and comments of others).

• Develop a list of criteria with the class for assessing constructive participation in group discussion. Have several students participate in a group discussion while the rest of the class assesses each member's participation, using the criteria they developed.

Student Name	Topic	Main Ideas	Write yes or no opposite main idea if you think it has been supported

• Involve students in a variety of speaking occasions (class presentations, role-playing, talking to younger students/adults, etc.) and keep note of their abilities to adapt vocabulary, sentence structure, rate of speech, and tone to match the speaking occasion.

• With the students, develop a rating sheet to assess students' verbal and non-verbal communication skills. Have students use the sheets for both self-assessment and assessment of peers.

Students and the teacher alike can then use these afterwards to conference with students about converting any speech into a piece of writing.

(Grades 9/10 teacher)

3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Outcomes	*Suggestions for Teaching and Learning*

Grades 9/10
 	
 • demonstrate active listening and respect for the needs, rights, and feelings of others
   - analyse the positions of others
 • demonstrate an awareness of the power of spoken language by articulating how spoken language influences and manipulates, and reveals ideas, values, and attitudes
 • demonstrate an awareness of varieties of language and communication styles
   - recognize the social contexts of different speech events
	• Give students situations to role-play where there are several sides to an issue. Have them try to convince others that their positions/ views are the correct ones.
	
	 • Model the following:
	   - feedback that is supportive
	   - words of encouragement
	   - enthusiasm and interest for what students say
	   - attentive listening
	   - questions that encourage students to clarify and elaborate
	   - sensitivity to what others say
	
	 • Tape and view with students TV sitcoms and have them list desirable and undesirable forms of verbal interaction between characters. Ask students, which character(s) display the most sensitivity and respect?
	
	 • Involve students in an activity in which they take turns reading something they have written. The student author should begin by asking listeners for specific advice (e.g. How can I make my opening more interesting? Is there enough detail when I describe the fight between the two boys?). After the reading (and it should not be too long) have students quickly jot down at least two positive comments about the writing and one suggestion that they think would improve the text. These comments and suggestions should then be shared with the author. It is important that only facilitative and positive comments be given during this activity.

Suggestions for Assessment	*Notes/Vignettes*

• Observe students during group discussions in class, taking note of students who
 	
  - give constructive feedback
 	
  - offer positive comments
 	
  - ask questions that reflect genuine interest
 	
  - respond appropriately to what is being said
 	
• Provide opportunities for all students to receive constructive feedback on the strengths of their speaking and listening skills.
 	
• Have students develop a personal goal for improving their listening and speaking skills. Have them write this goal in several places (in their journals, on a classroom display, posted on a note on the fridge at home, in their lockers, etc.) to remind them of their chosen goals. At the end of the month each student assesses whether he/she has reached this individual goal and either sets a new one or continues working on the same one.
 	
• With students, create a profile of a good group member; then, after group work, have students evaluate themselves and their peers, using the profile.
 	
• In order for students to become aware of their oral communication skills, provide opportunities for students to listen to themselves on tape. Then have them assess their own strengths and weaknesses in listening/speaking.
	Vignette
	
	Like 'real life' encounters with reading and writing, I share with my students occasions when I have personally encountered exceptionally sensitive or exceptionally insensitive behaviour (e.g. being verbally insulted by a taxi driver about my driving). We discuss how this behaviour affects the person receiving it and how best to handle such situations.
	
	(Grades 9/10 teacher)

3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Outcomes	Suggestions for Teaching and Learning
Grades 9/10	*Expectations:* Students will examine various texts, media, and models of informal language. By recognizing the language of different forms of communication, students become aware of constraints and the power of language. Students will explore the intent of the creator/writer and the purpose of the creation.

Grades 9/10

- demonstrate active listening and respect for the needs, rights, and feelings of others
  - analyse the positions of others
- demonstrate an awareness of the power of spoken language by articulating how spoken language influences and manipulates, and reveals ideas, values, and attitudes
- demonstrate an awareness of varieties of language and communication styles
  - recognize the social contexts of different speech events

Expectations: Students will examine various texts, media, and models of informal language. By recognizing the language of different forms of communication, students become aware of constraints and the power of language. Students will explore the intent of the creator/writer and the purpose of the creation.

By examining different models of oral language communication, students will become more aware of their own language use and its effect on others.

Using a variety of recorded/taped speech events (local, regional, national, international), students are expected to

- examine the conventions of language in different social contexts
- analyse, synthesize, and evaluate the positions of others
- recognize, examine, and articulate the elements of a powerful speech event

Through a variety of informal speech experiences, including small-group discussion, informal debate, oral presentations, seminars, and re-enactments, students are expected to

- examine, synthesize, and reflect upon the prepared speech events
- apply the synthesis to their own informal speech experiences

Small-Group Discussion: See Notes

Informal Debate: The movement from small-group discussion to informal debate provides students with the opportunity to participate in a more structured thinking process as they argue. Students should debate many sides of an issue to become aware of how message, language, and delivery must be adapted to context.

Oral Presentation

Seminar: This formal speech event is a short intensive course of study on one topic, involving the synthesis of a number of ideas that have been thoroughly researched, compiled, and organized for the sole purpose of informing the audience. A seminar may require interpretation of notes, other texts, and visual and audio components to address the needs of the audience. Students can observe and analyse different models of mixed media, and examine the structure of different types of expression in order to understand whether the expression is appropriate to the message and the audience.

Re-enactment: Participation in re-enactment and role-playing provides students with insight into how they control their verbal and non-verbal language, including stance, projection, and tone, and how this affects the audience.

Suggestions for Assessment	*Notes/Vignettes*
Small-group Discussion: Assess students' awareness of • and proficiency in the various roles • the complexities and the integrated nature of oral language of informal social discourse *Oral Presentations:* Successful oral presentations occur when students integrate a number of speaking and listening skills and demonstrate their abilities to • communicate an idea, etc., in the appropriate language and structure for the audience • *think on their feet* by thoughtfully answering questions posed by the audience **Informal Assessment Measures** *Observation* • active participation • active listening • questioning • willingness to experiment with different forms • growth in speaking, listening, and social skills *Extension:* Students use a classroom video camera and monitor to record, review, and reflect on their participation in small-group discussions, informal debates, oral presentations, seminars, and re-enactments.	*Small-Group Discussion* • *Roles*: Through adopting various roles in the group—observer, questioner, paraphraser, articulator, challenger, innovator, synthesizer—students become aware of positioning within informal language structures. • *Small Talk*: Unlike the written text where the structure is set, talk is a fluid, ever-changing event. Each participant comes to the discussion with his/her individual experiences, linguistic background and societal idiosyncrasies. In successful group discussion, participants must be able to create social connections quickly and comfortably to determine the direction and purpose of the group.

4. Students will be expected to select, read, and view with understanding a range of literature, information, media, visual and audio texts.

Outcomes	*Suggestions for Teaching and Learning*
Grades 9/10	• Involve students in a workshop where they are immersed for several days in reading and sharing stories they have selected themselves. During this time they can keep response journals where they write their thoughts, feelings, questions, and concerns about the book(s) they are reading. Respond, in writing or through conferencing, to journal entries, coaching students to reflect on and perhaps rethink the stories, characters, writing styles, etc.

• read from a wide variety of print texts, which include drama, poetry, fiction, and non-fiction from contemporary, pre-twentieth century, Canadian and world writing

• view a wide variety of media and visual texts, such as broadcast journalism, film, TV, advertising, CD-ROM, Internet, and music videos

• seek meaning in reading, using a variety of strategies, such as cueing systems, utilizing prior knowledge, analysing, inferring, predicting, synthesis, and evaluating

• use specific strategies to clear up confusing parts of a text (e.g. reread/review the text, consult another source, ask for help) and adjust reading and viewing rate (e.g. skimming, scanning, reading, viewing for detail) according to purpose

• demonstrate an understanding of the impact of literary devices and media techniques (editing symbolism, imagery, figurative language, irony, etc.) have on shaping the understanding of the text

• Participate often in a ten-minute read-aloud time to share literature. Readers choose one or more short excerpts/pieces to read aloud to the class. Readers should be prepared to explain why they chose a particular piece and/or what they wanted to show about the author's writing.

• Involve students in discussions that develop their awareness of the reading/viewing strategies they use (e.g. What do you do when you come to a word you don't know? What do you do before you read/view?). Other reading strategies that allow students to improve their reading are predicting, identifying key sentences, and jotting down notes as they read.

• Establish a context for reading before students begin reading to help them make connections between their lives and the literature they are reading, between two or more works of literature, and/or between the information they already possess and the information in the text.

• Set a purpose for reading. The purpose can be specific or more general and can also be set by the students. Having discussions in advance about purposes for reading is an effective prereading strategy that improves reading comprehension.

Suggestions for Assessment	*Notes/Vignettes*
• Use students' reading logs/charts to assess the variety of texts read and viewed. • Record classroom observations, noting when students - express preferences - articulate reasons for choice of text - talk about texts going beyond a simple retelling - explain why particular texts matter to them - demonstrate an awareness of the different approaches to reading or viewing a text - use a variety of reading strategies and skills - demonstrate an awareness of the different features of texts • Use students' response journals and classroom discussions to monitor their reading and viewing comprehension. • Use students' writing and other products to assess their understanding of a text. • Have students set personal reading goals each month (see the adjacent Notes/ Vignettes section). Be sure they understand that a goal should be challenging, but attainable. At the end of each month have students assess whether or not they have achieved their goals and, if the individual goals were not achieved, have them offer a rationale as to why.	*Samples of Student Reading Goals* *October 3* My goal for October is to read. By that I mean I will read for 15 minutes every night just before I go to sleep. *November 4* Well, I didn't reach my goal. Most of the time I was too tired to read or I forgot. I think I should have said I would read every second night. Still, I did read more than I did last year. *January 7* My goal for this month is to read a different kind of book. I always read horror stories. This month I am going to read a science fiction book that Charles lent me. **February 3** I did it!!!! (but I still think horror stories are the greatest!!) Now Charles has to read a book I choose!!!

4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Outcomes	*Suggestions for Teaching and Learning*
Grades 9/10	*Learning experiences should*

Grades 9/10

- read from a wide variety of print texts, which include drama, poetry, fiction, and non-fiction from contemporary, pre-twentieth century, Canadian and world writing
- view a wide variety of media and visual texts, such as broadcast journalism, film, TV, advertising, CD-ROM, Internet, and music videos
- seek meaning in reading, using a variety of strategies, such as cueing systems, utilizing prior knowledge, analysing, inferring, predicting, synthesizing, and evaluating
- use specific strategies to clear up confusing parts of a text (e.g. reread/review the text, consult another source, ask for help) and adjust reading and viewing rate (e.g. skimming, scanning, reading, viewing for detail) according to purpose
- demonstrate an understanding of the impact that literary devices and media techniques (editing symbolism, imagery, figurative language, irony, etc.) have on shaping the understanding of the text

Learning experiences should

- involve students in talking and writing about their reading and viewing experiences, using their own language
- extend the range of texts each student can interpret and respond to
- invite students to respond to their reading and viewing experiences in personal and reflective ways
- encourage students to question the texts they read and view
- help students to understand how texts can connect to their own lives and experiences

It is important that students have support from teachers to

- discuss personal reading and viewing choices
- recognize and apply prior knowledge
- transfer to print text some of the skills and strategies they use in oral communication
- develop strategies for approaching text in meaningful ways
- have opportunities to tape discussions about their reading/viewing experiences for later reflection
- engage extensively in self-selected reading
- make connections to other familiar texts
- explore how and why readers and viewers construct different meanings from the same text
- question assumptions in interpreting text

Teachers need to

- provide challenge and support to enable students to make meaning of increasingly complex texts
- read aloud to model reading for pleasure and to strengthen social ties with their students
- read text aloud for clarification
- act as guides and facilitators in discussion groups
- demonstrate how engaged readers and viewers respond to text
- use student discussion as a vehicle for teaching reading and interpreting text
- validate different interpretations of text

Suggestions for Assessment	*Notes/Vignettes*
Teachers need to	Through demonstration and discussion, the teacher can help students to become familiar with a growing range of strategies for dealing with text.
• monitor student progress through a variety of tasks to assess what they can and cannot yet do, what they know and what they need to know	
• establish clear expectations for students in their reading and viewing of diverse kinds of texts for defined purposes	*Booktalks*
• select assessment strategies that best reflect learning outcomes	• Teacher/student informal booktalks are good ways to determine student strengths, weaknesses, likes, and dislikes. Booktalks encourage sharing of ideas and thoughts and foster a sense of responsibility in the learner.
• communicate to students *before* they undertake a reading or viewing how their learning will be assessed	
• ensure that students select texts that provide challenges to them as readers and viewers	
• value students' individual growth as readers and viewers	
• provide opportunities for students to evaluate a text using a range of criteria, e.g. its impact, meaningfulness, form, or structure	*Resources*
Sample assessment tasks include those in which students, for example,	• Some selections of literature, media, information, and visual texts studied in class should correspond with the range of forms and purposes of students' writing and representing.
• express preferences and articulate reasons for their choices in text	
• talk easily about critically acclaimed texts of their own choosing, going beyond retelling the story	
• explain why a particular text matters to them	• Some of the texts studied in class should provide exemplary models.
• develop awareness of how they adjust reading or viewing strategies to read a range of text types	
• talk and write about literature, information, media, and visual texts	• Students need easy access to a variety of print texts, including novels, short stories, plays, poems, mythology, and non-fiction.
• use focussed journal response to reading and viewing experiences to help glean meaning from text	
• demonstrate awareness that different genres have recognizable features and characteristics and make different demands on the reader/viewer	
• transfer reading strategies/skills to reading tasks in all situations	
• encourage others to express their views and interpretations	
• express their ideas in relation to the subtexts and the visual texts as they are revealed in multimedia text	
• analyse their interpretations of sign symbols in multimedia text	
• identify and explain the significance of similarities and differences between themes or characters, focussing on elements such as setting, family relationships, ways of resolving problems, etc.	
• read/view a text and then create a new version in another kind of text	

5. Students will be expected to interpret, select, and combine information, using a variety of strategies, resources, and technologies.

Outcomes	*Suggestions for Teaching and Learning*
Grades 9/10 • research, in systematic ways, specific information from a variety of sources - select appropriate information to meet the requirements of a learning task - analyse and evaluate the chosen information - integrate the chosen information in a way that effectively meets the requirements of a learning task and/or solves personally defined problems	• Have available many samples of research projects from previous students (e.g. written reports, posters, booklets, brochures). • Have a clear idea of how you want a particular research project to progress and share this with students. Include samples of possible resources (non-fiction books, filmstrips, CD-ROM, etc.) or actual pre-selected resources. • Help students realize that fewer appropriate resources are better than many inappropriate resources. • Have students work on developing strategies to use in the planning stage of research. Students should consider activities such as - brainstorming and freewriting to determine prior knowledge and experience (e.g. What do I already know about… ?) and to develop questions and clarify concerns (e.g. What do I want to find out about… ?) - during whole-class or small-group discussion, recording (on chart paper or audiocassette tape) questions and comments about a topic - webbing, outlining, or any other means of organizing a plan for doing research. • Have students use specific reading/viewing, listening skills such as the following: question, skim, read (QSR); use text features; interpret charts; compare and evaluate information from more than one source. • Have students share the processes they found useful when doing research.

Suggestions for Assessment	Notes/Vignettes
• Provide time and encouragement for reflection (e.g. What did we learn about gathering information?). • Have students begin to assess the process skills and strategies they use when doing research by contributing to class and group discussions or reflecting in learning logs. • Have students evaluate their own and peer products by using evaluation charts developed as a class, which include checklists or simple descriptions of what should be included in a good research product, and through class discussion about students' products. • Assess students' skills in locating, evaluating, and using information from a variety of resources through classroom observations, anecdotal records, and evaluation of final products.	Encourage students to use classroom resources. Suggested classroom resources include • an assortment of dictionaries, even simple ones, and second language translations to accommodate a range of learning needs • both simple and more complex thesauri • a number of grammar and language usage texts • where possible, CD-ROMs and the Internet Encourage students to use library resources such as encyclopedias, CD-ROMs, Internet, videos, books, magazines, newspapers, and teacher-librarians.

5. Students will be expected to interpret, select, and combine information, using a variety of strategies, resources, and technologies.

Outcomes	*Suggestions for Teaching and Learning*

Grades 9/10
 	
• research, in systematic ways, specific information from a variety of sources
  - select appropriate information to meet the requirements of a learning task
  - analyse and evaluate the chosen information
  - integrate the chosen information in a way that effectively meets the requirements of a learning task and/or solves personally defined problems
	Reading a variety of print texts is critical for students to extend their analysis of language and the structures of texts. Providing good models of varying complexity will help students understand themselves as readers, and become more experienced in selecting and interpreting text. In viewing visual and media texts, students need opportunities that represent differing points of view and models of construction.
	
	Students need to develop a variety of strategies for collecting and processing information, including skimming, taping, jot notes, etc., for understanding, later reflection, or presentation.
	
	Appropriate learning experiences include those in which students, for example,
	
	• use notes to generate and record questions, connections, memories, impressions, ideas, language, and topics
	• paraphrase and summarize
	• use research grids to select material
	• organize details and information that they have read/viewed, using a variety of written or graphic forms
	• use different note-making strategies to formulate material from text
	• explore the use of photographs, diagrams, etc., to co-ordinate and collect data from text
	• keep some form of log, diary, or journal to monitor and reflect on learning
	• read alternative texts to trigger ideas for creative spin off
	• use their understanding of audio, visual, and print elements to construct their own media communications for their own purposes
	• pause now and then during reading and viewing to note important ideas
	• review notes to elaborate or revise ideas and information
	• make connections within and among texts

Suggestions for Assessment	*Notes/Vignettes*
Teachers need to	*Sample learning/assessment tasks include those in which learners, for example,*
• see reading as a developmental process in which many strands interconnect in a variety of ways	• examine on-line media, reading and scanning for information, and thinking critically about the issues
• consider what information the reader needs to gather from the text and what the text demands of the reader	• research an issue presented in text
• allow students to select their own reading materials	• extend their understanding and examine their own engagement by exploring an issue presented in a variety of texts
• challenge students to explore difficult and varied texts that will lead them to challenge themselves as readers	• compare and contrast texts and responses to texts
• invite students to make connections between the world of the text and their own experiences	• compare the content of news reports in various texts (print and non-print) and the effectiveness of different media in reporting the same event
• help students to gain confidence in positioning themselves and their thinking in relation to the text	*Learning experiences should focus on*
• expect students to justify their perceptions of the text	• the process of reading
Appropriate assessment strategies include	• reader reflection and attitudes
• teacher-student conferences and interviews	• challenging preconceived notions towards texts
• journals/logs in which students reflect on and examine responses to texts	• exploring feelings, thoughts, and ideas triggered by viewing or reading
• assessing notes/records/information gathered through reading and viewing	• justifying thoughts and reflections on text
• self-assessment	• exploring the similarities and the differences among texts
• observation of group discussion	• examining the presentation of like and unlike information presented in differing texts: print, multimedia, Internet
• presentation of responses to differing texts	• analysis and synthesis of researched information from a variety of sources
• examination of the authenticity of text through research	

6. Students will be expected to respond personally to a range of texts.

Outcomes	*Suggestions for Teaching and Learning*

Grades 9/10
 	
 • articulate personal responses to texts by expressing and supporting a point of view about the issues, themes, and situations within texts, citing appropriate evidence
 • respond to the texts they are reading and viewing by questioning, connecting, evaluating, and extending
 • make thematic connections among print texts, public discourse, and media
 • demonstrate a willingness to consider more than one interpretation of text
	• Use a variety of ways to engage students in personal responses, such as having students
	   - write about similar events in their lives
	   - write letters to a character in a novel
	   - design costumes or sets for a play
	   - write diary entries from the point of view of one of the characters of a novel
	 • Have students keep response journals where they are encouraged to respond personally to what they read.
	
	 • Help students go beyond personal responses to a text by involving them in activities that develop critical responses to what they read. For instance, have students
	   - read a text two or three times, making notes each time; have them compare their notes and tell how they are alike/different
	   - choose two or three adjectives that describe a character and then find evidence in the text to support their choices

Suggestions for Assessment	*Notes/Vignettes*
• Make informal classroom observations, noting when students share personal responses to a text; express a point of view about a text, and offer support for that view using information from the text; question things in the text that are confusing; make personal connections to the text; and/or make connections with themes and ideas in other texts. • If you wish to assign a value to personal responses, work with students to develop the criteria for evaluating responses. Some suggestions follow: - Is the content detailed? - Are the students personally involved in their responses? - Are their thoughts and ideas focussed so a reader easily understands the point of view being presented? - Did the student take risks in presenting his/her ideas? - Are opinions supported with reference to the actual text? - Are the references to the text appropriate? Criteria can be posted and students may choose to add/change the criteria as the school year progresses. • Following the writing of their personal responses, have students self-assess. Conference with the students to discuss their assessment of their personal responses to texts.	Because writing in journals is exploratory and informal and not usually meant for publication, respond to the content by writing comments in the margin in pencil, asking questions that push an idea or thought, and/or sharing your feelings, connecting responses to earlier entries in the journal or to something else the student has read.

6. Students will be expected to respond personally to a range of texts.

Outcomes	*Suggestions for Teaching and Learning*
Grades 9/10	*Teachers need to encourage*

Grades 9/10

- articulate personal responses to text by expressing and supporting a point of view about the issues, themes, and situations within texts, citing appropriate evidence
- respond to the texts they are reading and viewing by questioning, connecting, evaluating, and extending
- make thematic connections among print texts, public discourse, and media
- demonstrate a willingness to consider more than one interpretation of text

Teachers need to encourage

- discussion about text that allows for disagreement in interpretation among the readers in a group
- respect for opinions that differ from their own when responding to text
- dialogues that centre on personal opinions or experiences of students (When students have clear thoughts on issues or are challenged to clarify their thinking about text they become better readers.)
- prior discussion about issues presented in the text or strategies that can be used to approach difficult text
- development of a reading/viewing routine that leads students to regularly reflect
- making connections about the ways print and media texts deal with issues concerning personal identity and community and responding to texts in terms of their own ideas, experiences, and communities

Difficult texts can be broken down into sections and discussed in small groups where texts can be reviewed, revisited, and reflected on by the group.

Students need many opportunities to reflect orally in small-group discussions. They need immediate feedback to their responses in order to clarify and extend their thinking. Students need to reflect upon and evaluate their own responses to become critical in their reading.

Appropriate learning experiences include those in which learners, for example,

- read and respond to a wide range of texts and genres in literature
- view a dramatic production on stage and respond personally to the dramatic production
- select an element of text and respond in figurative or poetic language
- respond to text in a photo narrative or illustrate in a pictorial narrative
- choose texts that are interconnected either in genre, issues, style, etc.
- use media as a creative response tool to various texts
- respond to text in the form of an audiotape and share the responses in small groups

Suggestions for Assessment	*Notes/Vignettes*
An interpretation of text is neither right nor wrong. An interpretation of text can be deeper, more detailed, or a more significant reflection of thought, as opposed to a straightforward response.	One of the most important things to remember in a positive literate classroom environment is that initial student responses must be highly valued so that students can feel safe and can validate their own responses.

Teachers need to encourage students to respond to text in a variety of ways, including formal and informal responses.

Responses may be reflected in numerous texts. By varying the form of the response, students can have opportunities to reflect in ways that force them to think in different ways.

In assessing responses to reading, teachers need to remember that interpretation depends both on understanding in a cultural context and the experience or inexperience of the reader with a variety of cultural contexts.

In assessing student responses, teachers need to remember student responses may

- be tentative
- question the text
- be exploratory
- provide relevant and irrelevant information in the search for interpretation
- make predictions based on prior knowledge
- be divergent
- reinterpret and revalue the text
- represent a debate

An effective way to respond to any text is through the keeping of a journal. Students can quickly make discoveries through the act of writing, drawing, etc.

In responding to visual texts, students need to examine the effect of the text on them personally. Students should be able to make a wide range of responses to visual and multimedia texts, identifying the elements in the text that shape their responses.

Outstanding readers make insights and connections between texts and their own experiences and understand text in relation to text they have encountered before.

The Reflective Viewer

This is a class project that can be staged over a period of weeks or even months. The class is organized into groups, each of which undertakes to track a single type of TV programming (news, documentary, drama, soap, sitcom, talk show, etc.). Students establish a viewing log to track their responses, using a template developed by the group. Groups meet periodically to compare responses and record the similarities and differences. The culminating activity can take several forms: groups can simply prepare a report, integrate video-recorded clips to illustrate, or develop their own scripts, story boards, or videos to illustrate what they have learned.

7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Outcomes	*Suggestions for Teaching and Learning*
Grades 9/10	• Have students read a short story or view a short video or film and tell how the plot/scenes are organized. Discuss any obvious symbols or images.
• examine the different aspects of texts (language, style, graphics, tone, etc.) that contribute to meaning and effect	• Have students compare a film with the text on which it is based (e.g. *Flowers for Algernon* and *Charly*). Have them list any differences they notice in setting, plot, characters, point of view, and mood, and discuss possible reasons for these differences.
• make inferences, draw conclusions, and make supported responses to content, form, and structure	
• explore the relationships among language, topic, genre, purpose, context, and audience	• Have students examine some of the basic features of texts—headings, illustrations, charts—and discuss how such features help us understand and interpret what we read.
• recognize the use and impact of specific literary and media devices (e.g. figurative language, dialogue, flashback, symbolism)	• Have students keep television viewing logs for a week and record times, program names and types, advertisements, and any other details. Encourage them to look for patterns, links to real life, audience appeal, character types, etc.
• discuss the language, ideas, and other significant characteristics of a variety of texts and genres	• Develop students' abilities to respond critically to texts through guided discussion, using carefully selected questions that will help students focus on making meaning and thinking critically.
• respond critically to a variety of print and media texts	
• demonstrate an awareness that texts reveal and produce ideologies, identities, and positions	• Provide mini-lessons on certain literary terms or concepts to help fill in gaps in students' understanding of genre, style, or technique.
• evaluate ways in which both genders and various cultures and socio-economic groups are portrayed in media texts	• Have students compare two characters or two texts, making connections and noting differences.

Suggestions for Assessment	*Notes/Vignettes*
Observe students during discussions, reading conferences, and literature circles and assess student work, response journals, learning logs, etc., noting which students • visualize and articulate the images and impressions generated by reader and text interaction • deliver a critically aware, supported, and articulate commentary on various aspects of a text, both those of print and non-print media • infer, speculate, reason, judge, and conclude, based on reading and talking, listening, writing, viewing, and representing	

7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Outcomes	*Suggestions for Teaching and Learning*
Grades 9/10	Teachers and students need to question the text and their interpretation of it.

Grades 9/10

- examine the different aspects of texts (language, style, graphics, tone, etc.) that contribute to meaning and effect
- make inferences, draw conclusions, and make supported responses to content, form, and structure
- explore the relationships among language, topic, genre, purpose, context, and audience
- recognize the use and impact of specific literary and media devices (e.g. figurative language, dialogue, flashback, symbolism)
- discuss the language, ideas, and other significant characteristics of a variety of texts and genres
- respond critically to a variety of print and media texts
- demonstrate an awareness that texts reveal and produce ideologies, identities, and positions
- evaluate ways in which both genders and various cultures and socio-economic groups are portrayed in media texts

Teachers and students need to question the text and their interpretation of it.

Students need support from teachers to

- encourage them to think critically as they are responding to and interpreting texts, examining the uses of language and how language and meaning change in different social contexts
- examine what critical thinking is reflected in their responses as well as what is not present in their responses
- examine their responses for patterns in strengths and weaknesses in thinking or expression
- help them become aware of their thought processes and reasoning
- encourage them to examine the choices made in construction of a text, the values and beliefs that are the foundation of its creation, and the social contexts and structures in which the text is made
- encourage them to question their positions as readers and viewers of texts

It is important that students

- interact with a wide range of print and non-print texts
- examine their interaction with texts
- examine and question how their experiences are reflected in the interpretation of text
- examine the social context of the text in its representation of the world around them

Teachers need to encourage students to examine the implications present in texts, examining the intent and impact of what is being implied. One of the best ways to examine texts critically is through small-group discussion where students are able to justify and question their own thinking as well as examine and question the thinking of others.

Appropriate learning experiences include those in which learners, for example,

- read and view texts that are characterized by complexity of purposes
- use notetaking to examine and sort out the meanings of texts
- examine an issue in advertising, considering how a specific issue is portrayed in a number of texts
- examine the use of impersonal language in academic writing
- use drawings, illustrations, diagrams, and maps in their reflection upon texts
- role-play a character, reflecting the position or voice in a text

Suggestions for Assessment	*Notes/Vignettes*

Teachers need to focus on not only what they respond to in a text but also what they don't respond to in a text.

Questioning the student and expecting learners to justify their thinking is elemental in the process of critical thinking.

Independently, students will be expected to

- justify notions of critical thinking
- reflect upon their interpretation of texts
- reflect upon the intent and purpose of the text
- reflect upon the contexts of the text
- articulate orally, in writing, or in other ways, their conclusions
- seek feedback in order to compare, integrate, and defend their positions

Students will be expected to make inferences about texts by drawing evidence from the text in order to make meaningful deductions by

- discerning relationships
- analysing relevant and irrelevant information
- establishing the reliability of the source
- recognizing assumptions
- considering alternate interpretations
- analysing the impact of the ways in which information is presented in texts

Managing Dialogue

After a class discussion concerning the range of texts available, the teacher draws attention to language, form, and genre. Students are encouraged to write a dialogue based on a conversation they have had some time during the previous week. Students extend the dialogue and rewrite it into a play, a poem, or a soap opera script. As they rewrite from genre to genre, students should be able to recognize the differences in diction in poetic, dramatic, and prose expressions.

As an extension, one of the rewrites can be worked into a visual text (created or discovered) such as an artifact, film clip, poster, song, or collage.

8. Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Outcomes	*Suggestions for Teaching and Learning*
Grades 9/10 • use writing and other ways of representing to - extend ideas and experiences - reflect on their feelings, values, and attitudes - describe and evaluate their learning processes and strategies	• Have students keep learning logs with jotted notes, reflections, and sketches to reflect on their learning progress. • Using whole-class or small-group activities, have students brainstorm ideas and develop a text from the ideas generated. • Have students participate in developing dialogue, role-playing, and improvisation to explore feelings and attitudes. • Have students answer questions and/or do freewrites that lead to reflection and evaluation of their own learning. • Have students use clustering, thought webs, idea trees, and freewriting to help generate ideas and organize thinking on a particular topic. • When reading difficult non-fiction texts, have students work together to collaborate on jotting down the gist of each paragraph and then use charts, diagrams, outlines, etc., to organize the information. • Have students work with a writing partner to revise stories they have written, with a specific goal such as integrating descriptive detail or making imaginative vocabulary choices to engage readers.

Suggestions for Assessment	*Notes/Vignettes*
The language students use to capture thoughts, feelings, and experiences; explore beliefs and values; and clarify and reflect on reactions and responses is informal and essentially personal in nature. The first audience is the self, so the standards of convention, precision and accuracy of language and form should not be the focus for assessment. The primary focus of assessment should therefore be on	January 29th, 1991

The language students use to capture thoughts, feelings, and experiences; explore beliefs and values; and clarify and reflect on reactions and responses is informal and essentially personal in nature. The first audience is the self, so the standards of convention, precision and accuracy of language and form should not be the focus for assessment. The primary focus of assessment should therefore be on

- the process—how students go about making and using notes, not the product

- the extent to which students can and do use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning

- the students' effective use of writing and other ways of representing to serve the purposes identified

Suggested Assessment Strategies

Keep classroom observations and anecdotal records, noting the different ways in which students use writing and other forms of representing to extend their learning. Students can also keep records, noting new strategies and techniques attempted. Share these records during student-teacher conferencing.

Have student-teacher conferences focus on a discussion of how students use writing (notes, journals, stories, etc.) and other forms of representing (drama, music, graphics, e-mail, etc.) to reflect, explore, clarify, and learn.

Have students submit dated samples of log/journal entries, freewrites, or other kinds of expressive writing/representation.

Work with students to develop assessment criteria for imaginative writing. Teachers can help students get a better understanding of the purposes of imaginative writing/other ways of representing, and the techniques that contribute to the effectiveness (e.g. vocabulary choice, form, detail) of such writing/other ways of representing.

A Journal Entry

I'm just sitting here writing in my journal and thinking about the war, or rather, the air war so far. I don't think a war that far away will change Canada that much.

One thing that really gets me mad is all those people saying no blood for oil. But it really isn't blood for oil. It will be blood for freedom from oppression. Where would we be if the U.S. did not help all people try to be free. A lot more people would be dead.

Oil is an important reason but freedom is even that much more than oil. I could live without oil but not without my freedom ...

A Student's Piece of Writing

Maybe the part I would change in my essay is the part about the volleyball. I'd change the way it is put. I'd describe it a bit more so people could see what really happened. I don't think I would change anything else, except maybe some spelling mistakes. Other than that, it's really good!

8. Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Outcomes	*Suggestions for Teaching and Learning*

Grades 9/10
 	
• use writing and other ways of representing to
  - extend ideas and experiences
  - reflect on their feelings, values, and attitudes
  - describe and evaluate their learning processes and strategies
	At all levels, students need opportunities to use expressive writing and other ways of representing to express, sort out, and reflect on ideas, feelings, perceptions, attitudes, and responses.
	
	Students need to explore and experiment with the many ways by which they can know, learn about, and understand their world, including ways to use drama and visual representing.
	
	Appropriate learning experiences include those in which learners, for example,
	
	• articulate how they feel and what they think about a text/an issue
	• describe and account for the impact of a text/an issue
	• note their reactions, confusions, questions, associations, etc., as they read/view/listen
	• write personal and critical responses to literature, popular culture, and media texts
	• keep response or thought books for exploring their understandings of the complexities of characters/issues
	• explore characters from other characters' perspectives
	• record passages, extracts, etc., that intrigue them, delight them, or catch their attention in some way and reflect on the impact of these passages/extracts
	• write alternative, hypothetical endings
	• write letters to friends about the texts that they read/view/listen to
	• write creative spin-offs, exploring some aspect of a text/an issue
	• relate several facets of a text to their interpretations
	• recognize points of commonality between related issues or selections of texts
	• use improvisation and storytelling to explore, clarify, and reflect on their thoughts, feelings, and experiences
	• establish criteria for their evaluation of texts
	• write a critical appreciation of a literary work
	• adopt a stance concerning an interpretation of a text
	• select appropriate examples from a text in support of arguing a particular interpretation of that text
	• make connections within and among texts and experiences
	• demonstrate an awareness of the relationship between generalizations and examples in critical response to text
	• value their own responses and respect those of others
	• keep logs, diaries, or journals to monitor and reflect on their learning

Suggestions for Assessment	*Notes/Vignettes*
The language students use to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning may be rambling, unstructured, and hesitant. Such language is informal and essentially personal, both in the nature of its content and through its connections with a student's past life and experiences with texts and issues. The main purposes of this kind of writing/representing are to	*Forms*

Forms

- questions
- brainstorming lists
- briefwrites, e.g. ideas that confuse, intrigue, evoke emotion
- freewrites
- marginal notations
- learning logs/journals/work diaries used by students to reflect on themselves as learners and on the complexities of the strategies and processes they are learning/using
- written conversation/dialogues, informal notes, and letters
- logs and journals: reading/viewing/ listening response journals/logs, thought books, writer's notebooks, dialogue journals, double entry journals, group/collective journals, electronic journals
- electronic dialogue
- drawing, sketches, map, diagram, chart, graphic organizer, photographs
- audio and video forms

The language students use to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning may be rambling, unstructured, and hesitant. Such language is informal and essentially personal, both in the nature of its content and through its connections with a student's past life and experiences with texts and issues. The main purposes of this kind of writing/representing are to

- capture thoughts, feelings, perceptions, reactions, and responses
- explore beliefs, principles, values, and biases
- develop and make sense of developing ideas and interpretations
- reflect on initial responses and attitudes to texts and issues
- attempt to explain personal responses and extend them

Focus

The first audience of these kinds of personal and informal texts is the *self*. The structure, content, and language of expressive writing, for example, has primarily been to satisfy the writer rather than some other reader or listener. It is only when the writing goes public—i.e. intended for an audience other than self—that standards of convention, precision, and accuracy of language and form should be a focus for assessment.

The primary focus of assessment should therefore be on

- the process not the product
- the extent to which the students can and do use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning
- the students' effective use of writing and other ways of representing to serve the purposes identified

Appropriate assessment strategies and activities include

- teacher-student conferences and interviews
- performance assessment and teacher observation
- self-assessment
- portfolio selections such as samples of log/journal entries, freewrites, or other kinds of expressive writing/representation

8. Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Outcomes	*Suggestions for Teaching and Learning*
Grades 9/10 • use note-making, illustrations, and other ways of representing to reconstruct knowledge	It is important that teachers demonstrate, use, and teach students how to apply a variety of note-making methods for different purposes. *Appropriate learning experiences include those in which learners, for example,* • use notes to generate and record questions, thoughts, connections, memories, impressions, ideas, language, and topics • use webbing and clustering • use outlining and highlighting • use charts and maps to organize information in ways that make sense to them • use drawings, diagrams, and photographs • paraphrase and summarize • use categories, headings, and subheadings and modify them as necessary to make notes effective • gather information from a wide range of sources to research a topic of personal interest (e.g. consult a recognized authority, extract data from library sources, access electronic databases) • use interviews to explore and research a topic of interest • use different note-making strategies to record and organize information effectively for specific purposes, selecting a note-making strategy appropriate to the task and the information source • use standard abbreviations, acronyms, symbols, and their own system of abbreviations/shorthand • use note cards, rearranging them to organize needed information • use notetaking sheets to record ideas and information from one source at a time or to record ideas from several sources under different headings (using a separate sheet for each heading) • use research grids to record information from several sources under different categories • experiment with video and audio techniques to gather information for a research project • record all necessary bibliographical data about sources and record page numbers within sources for later reference in conducting research • use a computer database to record and organize information • share and compare notes and note-making strategies with other students • collate individual notes in small-group discussion and write/produce some kind of collective record/report, e.g. group journal • explore the use of photographs, diagrams, storyboards, etc., in documenting experiences

Suggestions for Assessment	*Notes/Vignettes*
Focus	*Forms*

Focus

The focus of assessment should be on

- the process—how students go about making and using notes
- the students' abilities to *select* appropriate note-making forms and strategies for different purposes
- the product—how effectively the note-making form selected helps students to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning
- the extent to which students can and do make their own notes
- how effectively students organize and use their notes for specific purposes

Key Understandings

Assess students' understanding

- that making their own notes personalizes information and makes it easier to remember information and to use notes
- of what constitutes plagiarism and what are the consequences of presenting others' ideas without standard documentation

Appropriate assessment strategies and activities include

- teacher observation
- reviewing students' use of note-making in teacher-student conferences and interviews
- performance tasks
- self-assessment
- samples of students' notes in portfolio selections
- assessing notes and records as part of a research project evaluation

Forms

- lists, outlines, charts, webs, maps, and graphs
- single sentence summaries
- marginal notation
- graphic organizers
- drawings, sketches, diagrams, charts, jot notes, collages, and photographs
- 3-D construction model
- audio, video, and electronic forms of computer technology

Note-Making Guidelines for Students

- experiment with different forms and media
- record date and topic
- select only relevant information, main ideas, important details
- make a note of perspectives that concur with/differ from their own
- try to make study notes clear and concise
- use abbreviations, symbols, illustrations
- pause every now and then during discussion/reading/viewing to note important ideas/information
- summarize or paraphrase in their own words
- note direct quotations when information or ideas have been stated particularly well or concisely
- review notes to add or revise ideas and information
- use circling, underlining, colour coding, and highlighting to identify key points, ideas, and words

8. Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Outcomes	*Suggestions for Teaching and Learning*
Grades 9/10 • choose language that creates interesting and imaginative effects	*Teachers need to* • provide demonstrations and models • plan learning experiences that enable students to create media and visual texts as well as print texts *Appropriate learning experiences include those in which learners, for example,* • use media creatively as tools for communicating their own ideas • explore fantasy writing, ghost stories, and science fiction • produce stage or video production props, costumes, etc. • present their ideas in ways that are meaningful and engaging for them and for other audiences • prepare shooting scripts for opening scenes of films based on short stories, including camera sequences, sound effects, and voice-overs • write dramatic monologues in prose, e.g. a character recounting the particular circumstances of an incident • write dramatic monologues • use their understanding of audio, visual, and print elements to construct their own media productions • write scripts for a variety of media and communication purposes • use the aesthetic conventions of audio, visual, and electronic media with competence and originality to effectively express their experiences, ideas, and concerns • experiment with combining forms of prose and poetry • use figurative, visual, and verbal language to create personal expression

Suggestions for Assessment	*Notes/Vignettes*
Focus	*It is important that teachers*
The focus of assessment should be on students'	• provide demonstrations and models
• personal understanding through the process of writing and other ways of representing	• plan learning experiences that enable students to create media and visual texts as well as print texts
• development of style and use of text structure	*A Survivor's Guide to High School*
• discovery of personal purpose through writing and other ways of representing	Students research, write, and publish a manual for students entering high school.
• willingness to take risks with language to explore a range of effects	The teacher acts as editor, with students organized into work groups with responsibility for a section of the guide.
• consideration of audience and purpose in making choices about form, style, or content of writing	Students generate topics, interview parents/caregivers, teachers, administrators, employers, and other
• selection of vocabulary and tone according to audience and purpose	students; and evaluate and synthesize the results into articles that will be important and interesting to students entering high
Appropriate assessment strategies and activities include	school. Articles might include
• teacher observation	• how to succeed on exams
• reviewing students' use of note-making in teacher-student conferences and interviews	• getting along with teachers
• performance tasks	• avoiding conflicts
• self-assessment	• drugs
• samples of students' work notes in portfolio selections	• sex
• assessing notes and records as part of a research project evaluation	• anger management
	• managing time
	• a community services directory
	• an index of clubs and teams

9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Outcomes	*Suggestions for Teaching and Learning*

Grades 9/10
 	
 • demonstrate skills in constructing a range of texts for a variety of audiences and purposes
 • create an organizing structure appropriate to the purpose, audience, and context of texts
   - select appropriate form, style, and content for specific audiences and purposes
   - use a range of appropriate strategies to engage the reader/viewer
 • analyse and reflect on others' responses to writing and audiovisual productions and consider those responses in creating new pieces
	• Surround students with a variety of forms of writing and representing (business letters, opinion editorials, personal essays, poems, cartoons, non-fiction articles, etc.).
	
	 • Have students write their personal opinions about an issue that is important to them that they would like others to read. Have students, when drafting this text, work on a reader profile: age, interests, etc.
	
	 • Teach mini-lessons, discussing how purpose and audience influence the choice of form, language, tone, and type of text (e.g. music videos, broadcast news, science textbooks, short stories).
	
	 • Provide opportunities for students to create texts for different purposes and audiences (e.g. a health video for guidance class, a pamphlet on bicycle safety for a grade 3 class, a letter inviting local town/city officials to attend a special school event, e-mail projects).
	
	 • Have students conference with each other, reading what they have written, asking for suggestions (ending, title, etc.). Students offer positive criticism to work in progress. This conferencing can also be done in writing where students ask peers to read what they are working on and answer questions they have prepared and/or offer suggestions.

Suggestions for Assessment	*Notes/Vignettes*
Teachers should provide a range of possibilities for students to demonstrate their abilities to create different kinds of texts. It is important that teachers collaborate with students to generate criteria for assessing the texts students create. The focus of assessment can be • ideas and content • organization • effective expression • voice and awareness of audience • technical competence *Appropriate assessment strategies and activities include* • having students keep portfolios containing different writing forms they have worked on for different audiences • having students keep a running record of the different types of projects they have worked on (For each project, they write a brief review of the purpose and audience they had in mind for that project.) • observing peer conferencing, noting the questions developed and the responses given when seeking and using feedback	*Vignette* After a media presentation on substance abuse, a heated argument evolved about the suicide of a rock star and the issue of whether suicide was an act of courage or cowardice. The verbal argument moved into their journal writing where it flourished for several days. From these free-flowing ideas in their journals, students chose to write about this issue using a variety of forms suited for the reader they had chosen: Tina wrote a personal essay on teen suicide, which she presented in a speech in an oratorical event; Alicia wrote a poem about the suicide of a relative, which she shared only with close friends; and Matt wrote an editorial on the rock star's death, which was published in the school newspaper. *(Grades 9/10 teacher)*

9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Outcomes	*Suggestions for Teaching and Learning*

Grades 9/10
 	
 • demonstrate skills in constructing a range of texts for a variety of audiences and purposes
 • create an organizing structure appropriate to the purpose, audience, and context of texts
   - select appropriate form, style, and content for specific audiences and purposes
   - use a range of appropriate strategies to engage the reader/viewer
 • analyse and reflect on others' responses to writing and audiovisual productions and consider those responses in creating new pieces
	Appropriate learning experiences include those in which learners, for example,
	
	 • compose sustained and coherent paragraphs
	 • use appropriate register (e.g. appropriate use of contractions, appropriate use of *you*, appropriate level of vocabulary)
	 • write letters of support, complaint, or enquiry to newspapers and organizations
	 • review dramatic or musical performances
	 • write an argument recommending a decision or presenting a point of view, arranging a number of points, together with supporting evidence, in a rational way
	 • write a letter to an author (the content might be any topic, concern, or response to the author's work that they would like to discuss with the author, had they such an opportunity)
	 • write letters of apology, complaint, thank-you, advice, or request focussing on tone and voice
	 • experiment with folk narrative forms: folk tale, fable, parable, myth, legend, ballad
	 • prepare résumés, reports, and memos
	 • experiment with points of view in fictional and non-fictional narratives, stories, chronicles, autobiographies, memoirs, biographies, diaries, and letters
	 • write an obituary and a eulogy for some prominent character in a work studied
	 • write a news/sports/weather report for a newspaper or TV/radio broadcast
	 • write a story for children
	 • design a flier for an organization seeking membership or support
	 • experiment with *postcard* stories
	 • write a factual account, maintaining logical sequence
	 • design advertisements for specific products or services
	 • improvise a scene from a novel or short story, and, on the basis of this improvisation, write a script for a TV production of this scene
	 • transpose characters from a short story or novel to an invented scene, using what they have learned about those characters
	 • prepare and present a radio script
	 • write a script with two characters and one scene
	 • use magazine tear sheets to communicate ideas by producing collages, picture manipulations, and advertisements
	 • write a storyboard script
	 • write a monologue or dialogue to be read or presented orally

Suggestions for Assessment	*Notes/Vignettes*
Teachers should provide a range of possibilities for students to demonstrate their abilities to create texts, gathering information about learners' strategies for creating different kinds of texts as they make decisions about topic, purpose, audience, and form. It is important that teachers collaborate with students to generate criteria for assessing the texts students create.	*Teachers need to* • provide demonstrations and models • plan learning experiences that enable students to create media and visual texts as well as print texts

Suggestions for Assessment

Teachers should provide a range of possibilities for students to demonstrate their abilities to create texts, gathering information about learners' strategies for creating different kinds of texts as they make decisions about topic, purpose, audience, and form. It is important that teachers collaborate with students to generate criteria for assessing the texts students create.

Students should reflect on their increasing abilities to

- consider purpose and audience appeal in selecting forms
- use a variety of forms to serve their communication purposes
- tailor the forms they use to their particular learning styles or preferences
- use a range of strategies in creating text
- revise their own writing for meaning and effectiveness
- apply knowledge of language conventions appropriate to their purpose and audience, e.g. apply a multi-strategy approach to spelling
- articulate the strategies they use to create texts and the problems they encounter in the process
- demonstrate awareness of their own needs for guidance, support, and response in crafting texts
- use conventions of form and organizational patterns appropriate to subject, purpose, and audience

Appropriate assessment strategies and activities include

- teacher observation
- reviewing students' use of note-making in teacher-student conferences and interviews
- performance tasks
- self-assessment
- samples of students' work notes in portfolio selections
- assessing notes and records as part of a research project evaluation

Notes/Vignettes

Teachers need to

- provide demonstrations and models
- plan learning experiences that enable students to create media and visual texts as well as print texts

Using Technology

Students could

- compare the teamwork approach typically used to produce TV texts with more typically individualistic modes of expression such as writing and still photography

The 'Zine Unit

Students prepare to create their own magazine by examining features of a genre or genres. Students determine what kind of magazines they plan to create, then obtain a variety of magazines of that genre in print and electronic form.

Characteristics to examine might include

- audience and purposes
- advertisers
- regular features
- layout
- patterns of images
- themes
- editorial stance
- underlying values and biases

Students divide the task into tasks, departments, or features that will be created/completed by a designated group. The teacher assumes the role of editor.

10. Students will be expected to use a range of strategies to develop effective writing and other ways of representing, and to enhance clarity, precision, and effectiveness.

Outcomes	*Suggestions for Teaching and Learning*
Grades 9/10 • demonstrate awareness of what writing/representation processes and presentation strategies work for them in relation to audience and purpose • consistently use the conventions of written language in final products • experiment with the use of technology in communicating for a range of purposes • demonstrate commitment to crafting pieces of writing and other representations • use a range of materials and ideas to clarify writing and other ways of representing for a specific audience (e.g. graphs, illustrations, tables)	• Work with students to develop an editing checklist to use when editing their own, or others' work. Be sure the list is neither cumbersome nor too sophisticated to be useful to the student. • Provide many opportunities (written reflections, class discussions, conferencing) for students to look at and talk about themselves as writers. For example, have them talk about how they get writing started, where ideas come from, when they write, what they like to write with, and so on. • Students choose their favourite text from their writing portfolio and answer questions that lead to self-reflection—questions such as *Why is this your favourite text?* *What would you do differently if you were to revise this text?* *What do you see as the strengths/weaknesses of this text?* • Where possible, have students use word processors and get involved in e-mail projects such as pen-pals from another province/country, e-mail publications of poetry, short stories, etc., or projects listed on the network. • Have students write opinion pieces on particular issues that are important to them (e.g. Should middle level students be allowed to go to the high school dances? Should teenagers be allowed to smoke on school property?). Then have them conduct a survey of their peers (perhaps from another school or province) about the issues. Have them create a graph of the survey results and use the information collected in their opinion pieces.

Suggestions for Assessment	*Notes/Vignettes*
• Have students keep a journal where they monitor their own writing progress to become more aware of themselves as writers—their writing rituals, the strategies they prefer to use, their writing history, their writing strengths and weaknesses, and so on. • Have students keep a process log where they document their progress through one writing assignment (see sample in the adjacent Notes/Vignettes section). • Observe and keep note of which students are using a variety of sources to obtain information (reference books, library, CD-ROMs, etc.). • Assign projects/papers requiring students to integrate and reference information from other sources. • Conduct student-teacher conferences, discussing the strategies and processes students are using. • Observe students' effective use of spell checkers, thesauri, grammar check, format. • Collect samples of students' work in portfolios.	*Process Log* *Final Project*— 2–3 page exposition on topic of our own choice due April 9 !!!!! *March 12*—brainstormed ideas in class – came up with a lot of stuff but still couldn't decide on a topic. *March 14*—watched a show last night about teen runaways. I think I'll write about girls who run away from home and end up living on the street. *March 17*—finally sat down in class today to start writing and only came up with 1/2 page. I think I need more info. *March 18*—went to library at noon and checked the CD-ROM for articles and found three to copy and take home to read. *March 20*—read the articles this morning. I can't believe that so many teenagers run away from home. I put away the articles and actually wrote five pages of stuff.

10. Students will be expected to use a range of strategies to develop effective writing and other ways of representing, and to enhance clarity, precision, and effectiveness.

Outcomes	*Suggestions for Teaching and Learning*
Grades 9/10	*Appropriate learning experiences include those in which learners, for example,*
• demonstrate awareness of what writing/representation processes and presentation strategies work for them in relation to audience and purpose	• generate several drafts of a piece of writing
	• read aloud their own writing to a peer audience and invite feedback
	• *sayback*: to summarize their understanding of a peer's writing
• consistently use the conventions of written language in final products	• create and use checklists for refining their own writing and for response to others' writing, e.g. editing and proofreading checklists
	• reassemble a disassembled piece of writing
• experiment with the use of technology in communicating for a range of purposes	• recognize when pronoun references are not consistent
	• reconsider word choice
	• experiment with sentence length and construction, e.g. consider expanding or contracting sentence elements (clause $\longleftrightarrow$ phrase word)
• demonstrate commitment to crafting pieces of writing and other representations	• use print and electronic aids to proofreading, e.g. handbooks, dictionaries, spell checkers
	• use audiotape recorders to produce radio programs (drama, news, commercials) that make appropriate use of technology
• use a range of materials and ideas to clarify writing and other ways of representing for a specific audience (e.g. graphs, illustrations, tables)	• produce an album of pictures, using magazine tear sheets or photographs that demonstrate various applications and styles of photographic imagery
	• use cameras to produce images that communicate a message or a feeling
	• produce a series of still images (photographs or tear sheets) to communicate a story or message
	• create a storyboard script and produce a slide/tape production, using the attributes of this multimedia approach to best advantage in communicating a message
	• develop a working knowledge of the proper application of the syntax and visual conventions of TV (cut, dissolve, fade, zoom, dolly)
	• use a word processor to generate pieces of writing; open and save files; edit, format, and print text
	• construct simple databases as a way to organize information
	• log on to the Internet, and using appropriate passwords, check for personal electronic mail
	• produce a role-play of a well-researched character in monologue or dialogue
	• generate text for the purpose of a listening audience
	• write a poem or song reacting to an issue that concerns them

Suggestions for Assessment	*Notes/Vignettes*
Focus	*Teachers need to*

Focus

- content
- organization
- effect, impact
- style
- mechanics, usage, spelling, format
- voice

The focus of assessment could be on students' abilities to

- make creative and effective use of words and structures to form images or explanations of experience
- evaluate others' texts and use this knowledge to reflect on and improve their own creations
- use standard English when appropriate
- present a clear understanding of information, establish the relationships among pieces of information, and sequence information
- use structures and layout, taking into account purpose and audience
- play with a traditional form or story in an interesting way
- achieve unity, coherence, and transition
- cut and paste
- hear the rhythm in their writing
- make effective use of spell checkers, thesauri, grammar checks
- format, e.g. use graphics
- define ideas clearly
- use subtlety and nuance

Appropriate assessment strategies and activities include

- teacher observation
- reviewing use of note-making in teacher-student conferences and interviews
- performance tasks
- self-assessment
- samples of finished pieces in portfolio selections with records of strategies, decisions, etc., and analysis of/reflection on the effectiveness of the pieces

Students might be expected to, for example,

- write assessments of each other's work in relation to agreed criteria, adding recommendations
- be given text for a brochure and make decisions about layout

Teachers need to

- provide demonstrations and models
- plan learning experiences that enable students to create media and visual texts as well as print texts
- use visual and spoken language to help students accomplish their purposes
- encourage personal growth and expression

Using Technology

Students could

- experiment with and explore the creative possibilities of photogram production, pinhole photography, or the printing of original work
- experiment with TV techniques concerning camera angle, cropping, camera movement, transitions, lighting, and scripting
- produce small-scale TV programs (drama, news, commercials), paying attention to details such as framing, camera use, sets, graphics, sound, lighting, and editing
- investigate the roles of TV production staff (writer, director, producer, floor director, switcher)

1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Outcomes	*Suggestions for Teaching and Learning*
Grade 11 • follow up on and extend others' ideas in order to reflect upon their own interpretation of experiences • ask perceptive/probing questions to explore ideas and gain information • address complex issues, present points of view backed by evidence, and modify, defend, or argue for their positions in response to opposing points of view • listen critically to evaluate others' ideas in terms of their own understanding and experiences, and identify ambiguities, and unsubstantiated statements	*Learning Focus* • extend the small-group discussions into formal presentations • analyse the form of presentation itself • articulate ideas and question others in formal venues • adjust and justify thinking while undertaking a small-group discussion *Expectations:* In grade 11, students are expected to • present a public speech and a formal debate, and be an active participant in one other public forum. All formal speaking and listening events develop around the presentation of a point of view that is issue based • listen for and articulate the fallacies in information and logic • examine the manipulative nature of oral communication *Public Speech* • researched and rehearsed • formulated and organized in writing • presented in both public speaking and lecture format • presentation must inform and hold the audience's attention • speaker must use the conventions of formal speaking *Debate* • parliamentary or cross-examination style • researched and rehearsed • presentation of ideas in accordance with rules of formal debate • presentation must inform, attempt to follow a logical argument, develop "clash" of ideas and opposing viewpoints • speakers must be able to respond creatively and flexibly to opposing arguments *Other Public Forums* • panel discussion • seminar • individual presentation • re-enactment • drama • monologues

Suggestions for Assessment	*Notes/Vignettes*
Informal	Students watch a panel discussion, interview, or debate presented on television, in class, or in a public venue. Following the presentation, students discuss and elaborate on the involvement of the various participants, for example, those who
• observation—record, through observation notes, and checklists, the extent to which students become increasingly articulate, questioning, participatory, more active in critical listening, aware of the role of audience, and organized and creative in the presentation of information and ideas	
• self-assessment and peer assessment in the form of post-event discussion, and personal and group reflection	• dominate
Formal	• pose unanswerable questions
• pre-determined and precommunicated measures and criteria for evaluation, establishing specific outcomes for the specific event, e.g. Canadian Debate Federation Evaluation Form	• dodge questions • clash on grounds other than the issues • contribute to or detract from the program's success in meeting its objectives
Reflection	
• students and teachers reflect upon the application and development of oral presentations	
Sample Assessment Criteria: In response to an oral presentation, the student	
• asks appropriate questions • paraphrases and summarizes to increase understanding • speaks audibly • uses language and gestures expressively and persuasively	

2. Students will be expected to communicate information and ideas effectively and clearly and to respond personally and critically.

Outcomes	Suggestions for Teaching and Learning
Grade 11 • use their awareness of the difference between formal and informal speech to interact effectively in panel discussions, formal debates, and other structured and formal situations • effectively adapt language and delivery for a variety of audiences and situations in order to achieve their goals or intents • ask and respond to questions in a range of situations, including those related to complex texts and tasks • critically evaluate others' use of language and use this knowledge to reflect on and improve their own uses of language	In grade 11, students are expected to extend the use and awareness of language in both informal and formal situations. Having a foundation in informal modes of oral language communication from grades 9/10, students will now experience the venues and conventions of formal language, examining not only how the venue and convention affects the formal presentation of material, but also the effect on the audience. Students will develop an understanding of how point of view and issues are created, established, and influenced by the ways in which communication takes place. Students must be able to make adaptations in their oral language in order to function appropriately in each form. All speaking and listening events develop around the need to adapt to the conventions of each formal speaking event and to evaluate the relationship between the students' use of oral language and the form. Grade 11 students are expected to • present a public speech • participate in a formal debate • be active participants in one other public forum • listen to, analyse, and make comparisons among, and articulate variations in, language use among forms • examine, practise, and present speaking and listening events in a variety of forms in order to improve their own use and understanding of rehearsed formal language • extend their experiences with formal oral language for a variety of purposes and audiences *Public Forums* • public speech • debate • panel discussions • seminars • individual presentation • re-enactment • drama • monologues • integrated media presentations

Suggestions for Assessment	*Notes/Vignettes*
Public Speech • examine and practise the conventions of formal speaking • organize ideas into appropriate language • present in the appropriate tone, voice, and non-verbal language • question and analyse the audience's perception(s) of the speech event • refine through practise, questioning, and analysis *Debate* • examine and practise the conventions of formal debate • research and rehearse • present in appropriate tone, voice, and body language • examine the fallacies and weaknesses in argument, and expose them through counter arguments, questioning, and other spoken exchanges that are appropriate to the form (e.g. heckling) *Informal* • observations—record, through observation, notes, and checklists, the extent to which students become increasingly articulate, questioning, participatory, more active in critical listening, aware of the role of audience, and organized in the presentation of information and ideas creatively • self-assessment and peer assessment in the form of post event discussion, and personal and group reflection *Formal* • predetermined and precommunicated measures for evaluation, establishing specific outcomes for the specific event *Examples* • Canadian Debate Federation Evaluation Form *Reflect* • students and teachers reflect upon the application and development of presentations	Critical listening is being actively engaged in the process of accommodating a wide range of complex oral communication. The critical listener • makes judgments based on diverse information • considers the perspective(s) of the communicator • analyses the intentions, errors, and omissions of information and logic of the communicator(s) • uses personal and objective criteria to assess the content, organization, and delivery of the discussion or event • monitors and adjusts understanding and opinions as part of the listening process *Different Kinds of Talk:* Classroom experiences involve students in many different kinds of talk. Especially important are opportunities to describe, compare, and analyse experiences and opportunities to compose. *Monologues:* Students select a character from a play, short story, novel, television drama, or film and prepare a two-or three-minute monologue which that character might deliver, basing the monologue on events in the text and on the personality, attitudes, and behaviour of the character.

3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Outcomes	*Suggestions for Teaching and Learning*
Grade 11 • demonstrate sensitivity and respect in interaction with peers and others in both informal and formal situations • discuss and experiment with some language features in formal, defined structures that enable speakers to influence and persuade audiences • adapt language and communication style to audience, purpose, and situation	Having a foundation in informal modes of oral language communication from grades 9/10, students will now experience the venues and conventions of formal language, examining not only how the venue and convention affects the formal presentation of material, but also the effect on the audience. *Expectations* Students will develop an understanding of how point of view and issues are created, established, and influenced by the ways in which communication takes place. Students must be able to make adaptations in their oral language in order to function appropriately in each form. By responding to controversial and/or thought-provoking stimuli provided by the teacher, students have opportunities to express their understandings of others' perspectives and the reaction of others to various texts. Through such interactions, students will develop empathy and will express their understanding of others. Students might, for example, • restate a point to their opponents' satisfaction before responding to it or raising a new one; treat the arguments of other speakers with respect • identify possible arguments or evidence counter to their stated position • speak to an official on behalf of a delegation • support or present a bill in model parliament • address a small group and invite response • prepare a video, advocating a position on a particular issue • participate actively in round table discussion • describe how TV and radio advertisements use language (and the attributes of language) to gain their effects • in teams, prepare and present arguments for the defence and prosecution based on a brief sketch/outline of a court case • use power/impact of media techniques (e.g. visual and audio effects, contexts, camera angles, use of experts, selective editing, repetition) to strengthen presentation • engage in choral speaking, Story Theatre, etc.

Suggestions for Assessment	*Notes/Vignettes*
Focus on	*Extensions*
• awareness of purpose, audience, and situation • language choices—tone, style • content, organization, and delivery	Students create their own formal media expression—documentary, play, etc.
Informal Assessment Measures	
Observation	
• active participation • active listening • questioning • willingness to experiment with different forms • growth in speaking, listening, and social skills	

4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Outcomes	*Suggestions for Teaching and Learning*
Grade 11	*Learning experiences should*

Grade 11

- read a wide variety of print texts, recognizing elements of those texts that are relevant to their own lives and community
- view a wide variety of media and visual texts, comparing and analysing the structure, genre, style, and cultural diversity of the different texts
- assess ideas, information, and language, synthesizing and applying meaning from diverse and differing perspectives
- demonstrate an understanding of, and apply the strategies required to gain information from complex print texts and multimedia texts
- articulate their understanding of the purpose of the author in relation to the impact of literary devices and media techniques on the reader or viewer

Learning experiences should

- involve students in working with diverse and challenging texts and tasks
- focus on adapting reading and viewing strategies to specific purposes
- help learners to move between text and their own experiences, using each to reflect on the other
- involve students in using library resources (including database systems, Web sites, etc.) for defined purposes
- introduce students to a wide range of cultural experiences in their interactions with texts

It is important that students have support from teachers to

- share in viewing and interpretation to see the social implication of texts
- encourage wide reading rather than reading class sets of texts
- provide a wide range of texts and a variety of genres
- provide instruction, demonstration, and modelling of appropriate strategies

It is important that students

- reflect on how they learn, e.g. through independent reading and subsequent discussion of reading with their peers
- understand how a reader's or viewer's interpretation of text can change over time
- understand how the prior knowledge/experience of a reader or viewer influences interpretation of and response to text
- see the role of text in relation to community and culture

Appropriate learning experiences include those in which learners, for example,

- anticipate, predict, and confirm meaning
- explore issues and ideas in different print and media texts
- use a range of writing strategies (such as note-making, charts, drawings) to gather information
- use writing and other ways of representing to extend and clarify their thinking and understanding of texts
- read and view to determine specific structures, e.g. cause and effect, comparisons, intent, techniques of text construction
- explore voice and the ways in which voice is represented in differing texts
- establish criteria for the evaluation of texts
- bring prior knowledge of literature, information, media, and visual texts to the learning situations

Suggestions for Assessment	*Notes/Vignettes*
Appropriate learning/assessment tasks include those in which students, for example,	*Teachers need to*

Appropriate learning/assessment tasks include those in which students, for example,

- use prior knowledge to construct meaning
- adjust reading strategies to read a range of text types
- keep ongoing records (e.g. lists) of strategies and skills they are developing and examples of how and when they use them
- recognize when strategies/approaches are not effective and try different strategies/approaches
- apply what they have learned to new situations
- demonstrate an understanding of the main ideas, events, themes, etc., of a variety of increasingly complex texts (e.g. novels, dramas, stories, poetry, other print material, and electronic media)
- speak knowledgeably about the techniques used by favourite authors
- assume the point of view of a character in a novel, short story, TV program, or film, in a role-playing situation
- explain why a particular text matters to them
- discuss the motives and feelings of characters/people in fiction and non-fiction texts and refer in a sustained, coherent way to details to support their views, paying attention to implied as well as stated meanings
- support an opinion about themes and issues in a text by referring to details in the text, distinguishing between points that are central and those that are peripheral
- recognize how readers' and viewers' values and prior knowledge/experience influence meaning and interpretation
- write a criticism of a significant literary text, considering it as a product of its time and an example of crafted language
- describe with close reference to a written text how the opening sequence might be filmed to establish mood and setting
- compare the ways in which ideas and information are presented in different media
- identify and compare codes and conventions for a variety of media
- identify and discuss the strengths and limitations of a variety of media
- determine which medium is most appropriate in different communication situations
- discuss alternative interpretations of a media message
- draw conclusions and make judgments while reading or viewing

Teachers need to

- establish clear expectations for students in their reading and viewing of diverse kinds of texts for defined purposes
- choose assessment strategies that will best reflect learning outcomes
- assess student learning in a variety of independent and group contexts
- communicate to students *before* they undertake a reading or viewing how their learning will be assessed
- encourage students to select texts that provide challenges to them as readers and viewers
- plan regular opportunities for students to actively engage with media texts as well as print texts

Focus on Strategies

It is important that students are able to reflect on and describe the reading/viewing strategies that they

- use frequently for specific kinds of tasks
- find effective for a wide variety of tasks
- use for challenging texts/tasks
- have difficulty applying
- do not find useful or effective
- can apply to their reading/viewing experiences in other subject areas and outside the school

5. **Students will be expected to interpret, select, and combine information, using a variety of strategies, resources, and technologies.**

Outcomes	*Suggestions for Teaching and Learning*

Grade 11
 	
 • acquire information from a variety of sources, recognizing the relationships, concepts, and ideas that can be utilized to generate student text
   - select appropriate information from a variety of sources, making meaningful selections for their own purposes
   - recognize and reflect upon the appropriateness of information for the purpose of making meaningful student text
   - synthesize information from a range of sources, including the electronic network, to address a variety of topics and issues
	Reading a variety of print texts is critical for students to be able to extend their analysis of text and take into consideration the place and time of the writing. Providing straightforward and very challenging models of text from different periods of time will help students to better understand themselves as readers.
	
	 Texts can be understood as having multiple meanings. The meaning of text can not be fixed. The interpretation of texts is determined by the prior knowledge of the readers/ viewers and the readers'/viewers' place in time. Students need to revisit text and question and compare their interpretations of text. In collecting information from different texts, students need to explore the availability and accessibility of information in the text.
	
	 Students will be expected to examine the properties of text and how certain texts are more accessible than others. Through accessing a wider range of texts student learn strategies to interpret formal and difficult texts in meaningful ways.
	
	 Teachers need to require responses to text and challenge students to select unfamiliar and difficult texts.
	
	 Learning experiences should focus on
	
	 • the process of reading for information
	 • analysis and synthesis of researched information from a variety of sources and texts
	 • challenging students to validate their sources of information
	 • examining opposing information or opinions in text
	 • strategies for evaluating and selecting information and information sources
	 • reflection on the application of information and knowledge
	
	 Appropriate learning experiences might include
	
	 • using notes to generate and record questions, thoughts, connections, memories, impressions, ideas, etc.
	 • using a computer database to record, compare, and organize information and responses
	 • using videos in responding to text or combining information from visual and multimedia texts
	 • collating information from a variety of sources and sharing the information and the strategies used in the gathering process with other students
	 • exploring visual text and discussing responses in small groups
	 • reading, compiling, and presenting information from different Web sites

Suggestions for Assessment	*Notes/Vignettes*
Appropriate learning/assessment tasks include those in which students, for example,	It is important that students have a wide range of print, multimedia, and visual texts for selection in reading and viewing.
• describe and apply appropriate strategies for locating and using information from a variety of print and non-print texts	In the use of information technology, students need to be prepared for the overwhelming volume of information available, and encouraged to question its reliability.
• use effective note-making strategies	
• evaluate their success in conveying information in their interpretations of text	*Launching an Essay*
• independently select information from a wide range of sources.	Students work in groups to research the ideas or events underlying a novel or short story. For example, they might explore coming of age in North America, then illustrate the significant features in non-print representations, share their work and compare it with their own experiences.
• examine the authenticity of texts and justify their positions	
• critically evaluate information obtained from reading and viewing	
• synthesize and report on information read/viewed to address a variety of topics/issues	
• interpret details and subtleties to clarify gaps or ambiguities in texts	
• interpret details in and draw conclusions from information presented in visual texts, e.g. maps, charts, graphs, illustrations, photographs	After this initial experience, students develop individual essays, returning periodically to the group to share, and give and receive feedback.
• summarize technical or factual information in print texts and present it in graphic form	
• judge the reliability and accuracy of information presented in non-literary and media texts	
• use the library and computer networks to compare accounts of the same event	
• investigate a news report and collect additional information from other sources to provide a more complete account	

6. Students will be expected to respond personally to a range of texts.

Outcomes	*Suggestions for Teaching and Learning*
Grade 11	*Teachers need to encourage students to*
• recognize and articulate the elements of information from a variety of sources that trigger personal responses • make connections between the ideas and information presented in literary and media texts and their own experiences • make connections among the themes, issues, and ideas expressed in various texts • demonstrate a willingness to explore multiple perspectives on text • justify points of view on various print and media texts • recognize and articulate feelings about ambiguities in complex texts, interpreting details and subtleties to clarify their understanding	• read selectively and to pursue complex texts • reflect on the many layers of meaning that can be derived from text • reflect on text and articulate how their responses reflect their lives or issues in life • reflect upon the issues and themes that are revealed in the text As students articulate their understanding and interpretation of texts, they will be able to analyse their own views and positions in relation to themes and issues. Students need to recognize their own bias and the bias that may be present in texts. By responding to texts and reflecting upon their own responses, students can gain insights into their own thinking. *Students need to* • have opportunities to respond to texts that have aesthetic merit (Artistic works often evoke an emotional response.) • question their own responses • receive various forms of feedback to their responses to text from their peers and teachers • articulate and defend appropriate learning experiences, including those in which they read and respond to a wide range of texts such as visual print, and non-print texts • view narratives in the form of videos or films • respond in journals • read and view responses to numerous texts, examining the elements present in their own personal responses • write critical reviews, justifying the insights found in the text(s) • respond to reading or viewing by creating aesthetic responses to the texts of their choice • explore and articulate thoughts, feelings, and ideas triggered by reading or viewing

Suggestions for Assessment

In assessing student response, teachers need to remember student responses may

- be tentative
- question the text
- be exploratory
- provide relevant and irrelevant information in the search for meaning
- interpret only specifically focussed aspects of the text
- predict based on prior knowledge
- be divergent in nature
- reinterpret and revalue the text
- be a debate

Sample learning/assessment tasks include those in which learners, for example,

- make connections among the ways print and media texts deal with issues concerning personal identity and community
- respond to issues in terms of their own ideas, experiences, and communities

Notes/Vignettes

Clay monsters can be used at all grade levels. It takes at least two classes. You need a children's story, preferably a large and superbly illustrated book that deals with an *evil force* depicted by a monster, and some modelling clay (one stick per student).

Students read and discuss the story together, elaborating on the qualities of *folklore* and the elements of a *good* children's story and then talk about monsters. Everyone can find a monster within their childhood memories ... Cruella DeVille, the wolf in *Peter and the Wolf*, the Grinch in *The Grinch that Stole Christmas*, the Wicked Witch in various tales, and so on.

After the groundwork has been established through the sharing of monstrous stories, Plasticine is distributed to the students and they are asked to create a monster. The monster shall become the *evil force* of a children's story. This can be done in two different ways: by telling the students to create a monster for a specific story (which may result in *plagiarized* monsters, e.g. Moby Dick, Wicked Witch), and/or by encouraging them to simply create their own imaginary monster (this proves to be more effective).

When students finish they show their monsters and tell the stories about them.

Students then write a child's story, with the monster central to that story, based on the story they just told to their classmates. They are reminded that the language must be kept simple, and to pick a target age group, 3–7. The student must also illustrate this story. It is helpful to remind them of all the beautiful picture books they *read* as children. Once the story is drafted with the illustrations, the students have x-number of days to complete the storybook, then everyone reads and displays their books. This is an excellent project to share with the school community, and with children in another school.

7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Outcomes	*Suggestions for Teaching and Learning*
Grade 11	Teachers need to encourage students to focus on their learning processes.

Grade 11

- recognize the commonalities and differences in form, structure, and ideas of various texts
- recognize how the artful use of language and the structures of genre and text can influence or manipulate the reader/viewer
- examine the relationships among language, topic, purpose, context, and audience
- examine the relationship of specific elements within and among texts
- analyse the merits of the language, ideas, and other significant characteristics of a variety of texts and genres
- respond critically to complex print and media texts
- explore the diverse ways in which texts reveal and produce ideologies, identities, and positions
- reflect on their responses to print and media texts, considering their own and others' social and cultural contexts

Teachers need to encourage students to focus on their learning processes.

By reflecting on their progress, and identifying limitations and opportunities, students can become more aware of how they read/view texts and how they communicate their awareness.

In examining texts, it is important that students consider the realities and the issues reflected in texts, but teachers must remember that the texts may reflect a reality of students' lives that may be not be approved of by the group. It is important that peers and teachers do not impose their opinions on others in a group and thereby silence individuals. Students need to feel they can express their opinions in safety, balanced with supportive questions of others.

In examining texts, it is important that the learner is aware that the reading of texts is an active process where readers operate on the text, making individual meaning and interpretation.

It is important that students not be dominated by the text. Students need to feel the freedom to respond personally and share their responses with others, as well as the freedom to change their opinions about texts upon reflection and clarification.

In becoming more critical, students need to reflect upon questions such as

- Why am I using this text?
- What is the purpose of the text?
- How is the text organized?
- How are the language and the symbols affecting my reading or viewing of the text?
- What am I learning from the text?
- For whom is the text written?
- What audience does the text address?

Appropriate learning experiences include those in which learners, for example,

- read a play and view a production of the same play, examining the relationships between texts and audience
- examine thought, style, and purpose of formal academic writing
- examine the visual sensation created in a photo narrative
- explore issues and themes common to several texts

Suggestions for Assessment	*Notes/Vignettes*
Students need support from teachers to	An important part of being literate is having the ability to
• reflect on what they have learned and how they have learned it	• identify problems
• develop a critical appreciation of the intricacies of aesthetic texts	• recognize possible solutions to problems
• demonstrate that they, like the students, are inquirers and responders to issues portrayed in the media	• consider the merit of texts
Key Understandings	*Examining Media*
Students will be expected to	Students could make entries in a response journal while viewing a TV program, considering how the program
• be aware that language is an integral part of social relationships	
• explore and understand not only the interpretation of text, but the conditions under which texts are created (e.g. geographic, social, economic, and political)	• depicts virtue, evil, the good life, political or social order, current trends
• explore and examine the social circumstances of the creation and consumption of texts	• uses humour and satire
• understand the plurality of messages, themes, issues, and meanings in texts	• uses stereotypes
	• uses language, especially idiom
• demonstrate an inquiring and critical approach to information, art, and entertainment texts	• uses various formulas and techniques to create audience appeal
Focus	Students could assess how people who have control over society's dominant institutions have disproportionate influence on the construction and dissemination of media messages.
The development of reading and viewing a broad range of texts with a critical eye includes students'	
• questioning their interpretation of texts	
• questioning the purpose of the text	
• questioning the text in context	
• questioning if there are different ways of reading/viewing texts	
• recognizing that readers'/viewers' knowledge, experience, and values influence their interpretations of and emotional responses to text	

8. Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Outcomes	*Suggestions for Teaching and Learning*

Grade 11
 	
• use writing and other ways of representing to
  - explore, interpret, and reflect on their experiences with a range of texts and issues
  - monitor the language and learning processes and strategies they use
  - record and assess their achievements as language users and learners
  - express their feelings, and reflect on experiences that have shaped their ideas, values, and attitudes
	At all levels, students need opportunities to use expressive writing and other ways of representing to express, sort out and reflect on ideas, feelings, perceptions, attitudes, and responses.
	
	Students need to explore and experiment with the many ways by which they can know, learn about, and understand their world, including ways to use drama and visual representing.
	
	Appropriate learning experiences include those in which learners, for example,
	
	• articulate how they feel and what they think about a text/issue
	• describe and account for the impact of a text/issue
	• note their reactions, confusions, questions, associations, etc., as they read/view/listen
	• write personal and critical responses to literature, popular culture, and media texts
	• keep response or thought books for exploring their understandings of the complexities of characters/issues
	• explore characters from other characters' perspectives
	• record passages, extracts, etc., that intrigue them, delight them, or catch their attention in some way and reflect on the impact of these passages/extracts
	• write alternative, hypothetical endings
	• write letters to friends about the texts they read/view/listen to
	• write creative spin-offs, exploring some aspect of a text/issue
	• relate several facets of a text to their interpretations
	• recognize points of commonality between related issues or selections of texts
	• use improvisation and storytelling to explore, clarify and reflect on their thoughts, feelings, and experiences
	• establish criteria for their evaluation of texts
	• write a critical appreciation of a literary work
	• adopt a stance concerning an interpretation of a text
	• select appropriate examples from a text to argue a particular interpretation of that text
	• make connections within and among texts and experiences
	• demonstrate an awareness of the relationship between generalizations and examples in critical response to text
	• value their own responses and respect those of others
	• keep some kind of log, diary, or journal to monitor and reflect on their learning

Suggestions for Assessment	*Notes/Vignettes*
The language students use to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning may be rambling, unstructured, and hesitant. Such language is informal and essentially personal, both in the nature of its content and through its connections with a student's past life and experiences with texts and issues. The main purposes of this kind of writing/representing are to	*Forms* • questions • brainstorming lists • briefwrites, e.g. ideas that confuse, intrigue, evoke emotion • freewrites • marginal notation • learning logs/journals/work diaries used by students to reflect on themselves as learners and on the complexities of the strategies and processes they are learning/using • written conversation/dialogues, informal notes, and letters • logs and journals: reading/viewing/ listening response journal/log, thought book, writer's notebook, dialogue • journal, double entry journal, group/ collective journal, electronic journal • electronic dialogue • drawing, sketches, map, diagram, chart, graphic organizer, photographs • audio and video forms

The language students use to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning may be rambling, unstructured, and hesitant. Such language is informal and essentially personal, both in the nature of its content and through its connections with a student's past life and experiences with texts and issues. The main purposes of this kind of writing/representing are to

- capture thoughts, feelings, perceptions, reactions, and responses
- explore their beliefs, principles, values, and biases
- develop and make sense of developing ideas and interpretations
- reflect on their initial responses and attitudes to texts and issues
- attempt to explain their responses and extend them

Focus

The first audience of these kinds of personal and informal texts is the *self*. The structure, content, and language of expressive writing, for example, has primarily been to satisfy the writer rather than some other reader or listener. It is only when the writing goes public—i.e. intended for an audience other than self—that standards of convention, precision, and accuracy of language and form should be a focus for assessment.

The primary focus of assessment should therefore be on

- the process not the product
- the extent to which the students can and do use writing and other ways of representing to explore, clarify and reflect on their thoughts, feelings, experiences, and learning
- the students' effective use of writing and other ways of representing to serve the purposes identified

Appropriate assessment strategies and activities include

- teacher-student conferences and interviews
- performance assessment and teacher observation
- self-assessment
- portfolio selections such as samples of log/journal entries, freewrites, or other kinds of expressive writing/representation

8. Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Outcomes	*Suggestions for Teaching and Learning*

Grade 11
 	
• use note-making strategies to document experience and reconstruct knowledge by
 	
  - paraphrasing
  - summarizing
  - using note cards, notetaking sheets, research grids
  - video or audio techniques
	It is important that teachers demonstrate, use, and teach students how to apply a variety of note-making methods for different purposes.
	
	Appropriate learning experiences include those in which learners, for example,
	
	• use notes to generate and record questions, thoughts, connections, memories, impressions, ideas, language, and topics
	• use webbing and clustering
	• use outlining and highlighting
	• use charts and maps to organize information in ways that make sense to them
	• use drawings, diagrams, and photographs
	• paraphrase and summarize
	• use categories, headings, and subheadings and modify them as necessary to make notes effective
	• gather information from a wide range of sources to research a topic of personal interest (e.g. consult a recognized authority, extract data from library sources, access electronic databases)
	• use interviews to explore and research a topic of interest
	• use different note-making strategies to record and organize information effectively for specific purposes, selecting a note-making strategy appropriate to the task and the information source
	• use standard abbreviations, acronyms, symbols, and their own system of abbreviations/shorthand
	• use note cards, rearranging them to organize needed information
	• use notetaking sheets to record ideas and information from one source at a time or to record ideas from several sources under different headings (using a separate sheet for each heading)
	• use research grids to record information from several sources under different categories
	• experiment with video and audio techniques to gather information for a research project
	• record all necessary bibliographical data about sources and record page numbers within sources for later reference in conducting research
	• use a computer database to record and organize information
	• share and compare notes and note-making strategies with other students
	• collate individual notes in small-group discussion and write/produce some kind of collective record/report, e.g. group journal
	• explore the use of photographs, diagrams, storyboards, etc., in documenting experiences

Suggestions for Assessment	*Notes/Vignettes*
Focus	*Forms*
The focus of assessment should be on	• lists, outlines, charts, webs, maps, and graphs
• the process by which students make and use notes	• single sentence summaries
• the students' abilities to select appropriate note-making forms and strategies for different purposes	• marginal notation
	• graphic organizer
• the product—how effectively the note-making form selected helps students to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning	• drawings, sketches, diagrams, charts, jot notes, collages, and photographs
• the extent to which students can and do make their own notes	• 3-D construction model
• how effectively students organize and use their notes for specific purposes	• audio, video, and electronic forms of computer technology
Key Understandings	*Note-Making Guidelines for Students*
Assess students' understanding	• experiment with different forms and media
• that making their own notes personalizes information and makes it easier to remember information and to use notes	• record date and topic
	• select only relevant information, main ideas, important details
• of what constitutes plagiarism and what are the consequences of presenting others' ideas without standard documentation	• make a note of perspectives that concur with/differ from their own
Appropriate assessment strategies and activities include	• try to make study notes clear and concise
• teacher observation	• use abbreviations, symbols, illustrations
• reviewing students' use of note-making in teacher-student conferences and interviews	• pause every now and then during discussion/reading/viewing to note important ideas/information
• performance tasks	
• self-assessment	• summarize or paraphrase in their own words
• samples of students' notes in portfolio selections	• note direct quotations when information or ideas have been stated particularly well or concisely
• assessing notes and records as part of a research project evaluation	
	• review notes to add or revise ideas and information
	• use circling, underlining, colour coding, and highlighting to identify key points, ideas, and words

8. Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Outcomes	*Suggestions for Teaching and Learning*
Grade 11 • make informed choices of language and techniques to enhance the impact of imaginative writing and other ways of representing	*Teachers need to* • provide demonstrations and models • plan learning experiences that enable students to create media and visual texts as well as print texts *Appropriate learning experiences include those in which learners, for example,* • use media creatively as tools for communicating their own ideas • explore fantasy writing, ghost stories, and science fiction • produce stage or video production props, costumes, etc. • present their ideas in ways that are meaningful and engaging for them and for other audiences • prepare a shooting script for the opening scene of a film based on a short story, including camera sequences, sound effects, and voice-overs • write a dramatic monologue in prose, e.g. a character recounting the particular circumstances of an incident • write a dramatic monologue • use their understanding of audio, visual, and print elements to construct their own media productions • write scripts for a variety of media and communication purposes • use the aesthetic conventions of audio, visual, and electronic media with competence and originality to effectively express their experiences, ideas, and concerns • experiment with combining forms of prose and poetry • use figurative, visual, and verbal language to create personal expression

Suggestions for Assessment	*Notes/Vignettes*
Focus The focus of assessment should be on students' • personal understanding through the process of writing and other ways of representing • development of style and use of text structure • discovery of personal purpose through writing and other ways of representing • willingness to take risks with language to explore a range of effects • consideration of audience and purpose in making choices about form, style, or content of writing • selection of vocabulary and tone according to audience and purpose *Appropriate assessment strategies and activities include* • teacher observation • reviewing students' use of note-making in teacher-student conferences and interviews • performance tasks • self-assessment • samples of students' work notes in portfolio selections • assessing notes and records as part of a research project evaluation	It is important that teachers • provide demonstrations and models • plan learning experiences that enable students to create media and visual texts as well as print texts *A Survivor's Guide to High School* Students research, write, and publish a manual for students entering high school. The teacher acts as editor, with students organized into work groups with responsibility for a section of the guide. Students generate topics, interview parents/caregivers, teachers, administrators, employers and other students, and evaluate and synthesize the results into articles that will be important and interesting to students entering high school. Articles might include • how to succeed on exams • getting along with teachers • avoiding conflicts • drugs • sex • anger management • managing time • a community services directory • an index of clubs and teams

9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Outcomes	*Suggestions for Teaching and Learning*

Grade 11
 	
 • construct increasingly complex texts using a range of forms to serve their purposes
 • create a clear and coherent structure in various forms of writing and media production
    - make informed choices of form, style, and content to address the demands of different audiences and purposes
    - use effective strategies to engage the reader/viewer
 • use audience feedback in the process of writing and media production to improve the effectiveness of final products
	Appropriate learning experiences include those in which learners, for example,
	
	 • present their ideas in ways that are meaningful and engaging for them and for other audiences
	 • transcribe a real or imaginary interview
	 • prepare résumés, reports, and memos
	 • write a report based on research/investigation
	 • write a feature article for a newspaper on some controversial issue, e.g. landfill
	 • script a feature item for a news broadcast on the same controversial issue
	 • prepare a shooting script for the opening scene of a film based on a short story, including camera sequences, sound effects, and voice-over
	 • write a one-act play containing two to four scenes
	 • write a dramatic monologue in prose, e.g. a character recounting the particular circumstances of an incident
	 • write a dramatic monologue in poetry
	 • use their understanding of audio, visual, and print elements to construct their own media productions
	 • write scripts for a variety of media and communication purposes
	 • use media production skills and technology to document events and activities and to express their ideas and concerns
	 • write a business letter (of complaint/request, to apply for a position, to lobby for a particular cause/issue)
	 • rewrite a passage from a science text book for grade 6 students
	 • write several accounts of the same incident from various points of view, e.g. a traffic accident from the points of view of a newspaper reporter, of the victim, of a bystander, and of the person responsible for the accident
	 • use a variety of presentation formats to share their research results with a variety of audiences

Suggestions for Assessment	*Notes/Vignettes*
The focus of particular assessment tasks might be on students'	*Teachers need to*

The focus of particular assessment tasks might be on students'

- abilities to work effectively in collaborating with others to create text; independent use of a range of strategies for planning, developing, reviewing, and editing their own texts
- abilities to identify the specific effect of context, audience, and purpose on written and media texts
- anticipation of the expectations and needs of readers/viewers
- knowledge of and facility with language (control of conventions, syntax, vocabulary, rhetorical techniques)
- knowledge of and facility with writing strategies
- confidence with language and writing as demonstrated through voice, tone, stance, and degree of ownership
- writing fluency
- grasp of the complexities of form
- abilities to establish and maintain a relationship with the reader/ audience
- abilities to engage/influence the reader/audience
- engagement with the writing/media production task
- abilities to communicate and integrate ideas (information, events, emotions, opinions, perspective, etc.)
- appropriate use of details to support, develop, or illustrate ideas (evidence, anecdotes, examples, descriptions, characteristics, etc.)
- organization/arrangement of events, ideas, and details
- abilities to create effective leads, establish and maintain focus, and provide closure
- abilities to relate and arrange visual and verbal elements of text
- command of vocabulary
- effective use of reference materials in crafting text
- abilities to draw on a wide range of forms to investigate and express feelings, attitudes, and ideas

Appropriate assessment strategies and activities include

- teacher observation
- reviewing students' use of note-making in teacher-student conferences and interviews
- performance tasks
- self-assessment
- samples of students' work notes in portfolio selections
- assessing notes and records as part of a research project evaluation

Teachers need to

- make judgments about students' achievement over time and across a range of tasks and experiences involving different purposes, audiences, and types of text
- provide demonstrations and models
- plan experiences that enable students to create media and visual texts as well as print texts
- respond to students' ideas as well as to the forms in which they express them

Search for an Ending

Students read a short story or view a video drama from which the ending has been deleted, then create their own ending in text or script form.

Students work in groups to assess the endings, considering style, continuity, atmosphere, tone, and logic. Students work together to develop a group product, using the most promising ideas from the endings they have created individually.

All of the endings, including the author's, are read to the class, who must decide which ending is the most effective and justify their choice.

10. Students will be expected to use a range of strategies to develop effective writing and other ways of representing, and to enhance clarity, precision, and effectiveness.

Outcomes	*Suggestions for Teaching and Learning*
Grade 11 • apply a variety of writing/representation strategies to construct increasingly complex texts • demonstrate control of the conventions of written language in final products • make informed choices about the use of computer and media technology to serve their communication purposes • demonstrate a commitment to crafting a range of writing and other representations • use information from a variety of sources to construct and communicate meaning	*Appropriate learning experiences include those in which learners, for example,* • use reference tools effectively • present information, making decisions about focus, significance, subordination, and exclusion • use metaphoric/figurative/scientific language as appropriate for purpose/audience • use a range of media (including but not limited to computers) to produce a text that effectively uses the attributes of the media to convey meaning to an audience • construct and edit spreadsheets, use formulas, sort information, and manipulate data in a number of ways to create meaning • apply the principles of good design to produce a variety of desktop published documents (e.g. posters, advertisements, newsletters, and magazines) using desktop publishing software • compose and send personal e-mail to individuals within the school and to individuals in other parts of the world • reply, forward, and send batch replies using an e-mail package • learn about the protocols of form and courtesy and interpret the unique conventions of e-mail • use basic paint and draw software to produce graphic images to communicate ideas and feelings • produce various types of graphs using graphing software to communicate ideas • discuss the principles of layout and typography • explore the influence font, style, size, white space, format, column width, and margins have on meaning and feel of textual and graphic information • plan and write a production for dramatic presentation • improvise and develop a script for production

Suggestions for Assessment	*Notes/Vignettes*
Focus	*Using Technology*
The focus of assessment could be students' abilities to	Students could
• use spoken, written, and visual language to accomplish their purposes • make connections among message, audience, and context • make their own decisions about what changes to make in their writing regarding length, form, content, focus, and language choices • apply effective strategies to revise, edit, and proofread a piece of writing they have chosen to take through several drafts to presentation/publication (e.g. use timesaving strategies for editing) • use linguistic structures and features to attempt to influence audiences, e.g. rhetorical questions, analogies, metaphors • note how writers/producers achieve particular effects and try to use these techniques in their own writing/media production • carefully select information to convey a convincing point of view • use relevant examples to support opinions, recognizing that readers need to be convinced by thoughtful argument rather than simple assertions	• subscribe to listservs, chat groups and newsgroups of interest to them and participate in electronic discussions • explore the issue of privacy loss and authenticity problems associated with e-mail • establish a Web site or lists promoting conversation on a social or an environmental issue
Appropriate assessment strategies and activities include	
• teacher observation • reviewing students' use of note-making in teacher-student conferences and interviews • performance tasks • self-assessment • samples of students' work notes in portfolio selections • assessing notes and records as part of a research project evaluation	
Example:	
• students experiment with designing a text for one audience, then alter its content and style for another • students study and select the best layout from a range of résumés and produce their own, using a word processor, following the layout of the chosen model	

1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Outcomes	*Suggestions for Teaching and Learning*
Grade 12 • examine others' ideas and synthesize what is helpful to clarify and expand on their own understanding • ask discriminating questions to acquire, interpret, analyse, and evaluate ideas and information • articulate, advocate, and justify positions on issues or text in a convincing manner, showing an understanding of a range of viewpoints • listen critically to analyse and evaluate concepts, ideas, and information	*Expectations:* It is expected that students will • examine the writing or creating of a formal presentation in the global (generalized national or international) context of language and communication, for example, using newspapers such as *The Globe and Mail* or *USA Today* • construct oral presentations on issues that have global significance and be able to communicate to a broader audience than the members of the school community These are major undertakings, and students will be expected to spend a significant portion of their time on these two expectations in the grade 12 program. *Learning Experiences* • study and analyse classic speeches and orators as a modelling tool and for clarification of the social context and effect of the oration • present a well-researched individual or group formal presentation on a complex and global issue (This presentation may be constructed or written in combination with other media such as film or video. It can be a multimedia presentation as long as it is primarily an oral presentation.) • participate in academic debate on a literary topic, e.g. a writer's style, the interpretation of complex text, genre, or era (This can be in the current or in the historical context.) • as members of an audience, respond to the presentations of other students in order to present their analysis and synthesis as their listeners

Suggestions for Assessment	*Notes/Vignettes*
Informal • observation—record, through observation, notes, and checklists, the extent to which students become increasingly articulate, questioning, participatory, more active in critical listening, aware of the role of audience, and organized and creative in presentation of information and ideas • self-assessment and peer assessment in the form of post-event discussion, and personal and group reflection *Formal* • predetermined and precommunicated measures and criteria for evaluation, establishing specific outcomes for the specific event, e.g. Canadian Debate Federation Evaluation Form *Reflection* • students and teachers reflect upon the application and development of presentation	Students listen to a narrative of substantial length. Only half of the group take notes. Students compare the success of those who took notes and those who did not take notes in recalling and processing details, and discuss the advantages of notetaking while listening. Students identify idioms that portray disabilities and persons with disabilities in a negative manner and discuss how use of these idioms contributes to misinformation and negative attitudes. This activity can also be used to examine racist, sexist, or ageist language.

2. Students will be expected to communicate information and ideas effectively and clearly and to respond personally and critically.

Outcomes	Suggestions for Teaching and Learning
Grade 12 • interact in both leadership and support roles in a range of situations, some of which are characterized by complexity of purpose, procedure, and subject matter • adapt language and delivery for a variety of audiences and purposes in informal and formal contexts, some of which are characterized by complexity of purpose, procedure, and subject matter • respond to a wide range of complex questions and directions • reflect critically on and evaluate their own and others' uses of language in a range of contexts, recognizing elements of verbal and non-verbal messages that produce powerful communication	Students must be provided with opportunities to examine the writing, creating, delivery and characteristics of formal presentation in the global context. Students must be able to identify the communicative differences in contexts of culture and dialect. Students must recognize and accept these differences, and understand how these elements affect a speech event in the formal and informal form. In formal speech events, there is an emphasis on similarities and differences. It is expected that students, listening in relation to the convention, will understand the expected structure in its original form and will be able to appreciate clever manipulation of the structure that triggers thinking and challenges the listener to extend his/her thinking. Upon reflection, students must articulate an understanding of creative, innovative alterations in formal speech structures. In the delivery of a well-researched individual formal presentation on a complex and global issue, students are to examine the interrelationships and connections between supportive and leadership roles, with emphasis on purpose and procedure. Through formal academic debate, students will continue to participate in and examine varying roles in powerful speech presentation and will evaluate their role in these events. As audience in a formal speech event, students will evaluate • the role of the audience and its effect on the speech event • the relationship between the power of the event and the audience

Suggestions for Assessment	*Notes/Vignettes*
Assessment: In grade 12, assessment focusses on students' performance in the context of formal language**.** *Public Speech* • examine and practise the conventions of formal speaking • organize ideas into appropriate language • present in the appropriate tone, voice, and non-verbal language • question and analyse the audience's perception(s) of the speech event • refine through practise, questioning, and analysis *Debate* • examine and practise the conventions of formal debate • research and rehearse • present in appropriate tone, voice, and body language • examine the fallacies and weaknesses in argument, and expose them through counter arguments, questioning, and other spoken exchanges that are appropriate to the form (e.g. heckling)	*A Glimpse of Toastmasters in the Classroom:* Toastmasters is a way of building a public-speaking component into English language arts classes. It can be successfully used in every grade from 8 to 12, by adapting the Toastmasters International model. Every cycle, approximately half the students in a class volunteer to be an official—Toastmaster (the emcee), General Evaluator (who provides supportive critiques), A Counter and Timer—or a speaker. Next cycle, the rest of the class has the opportunity to speak. In fact, all participate in every meeting, because when not speaking, students are developing the skills of being a good audience. *Toastmasters in the Classroom* works because it is fun. Most of the topics are light—retelling the story from the villain's point of view, or *Liars' Club*, where all speakers but one tell lies, and the audience votes on the version it thinks is true. At first, students select topics so they can prepare their speeches—*Pet Peeves* or *Giving Directions Without Using Gestures*—but as they become more accomplished, they take on the challenge of making impromptu speeches such as *Continue the Story* where each speaker is given two unrelated words and must build onto the story begun by the first speaker. Sometimes they work in pairs to hold a telephone conversation or be interviewed on a *talk show*. No one is forced to speak, but ninety-five times out of a hundred they do, leaving the classroom as confident speakers, proud of their new-found abilities. Toastmasters works so well because it is developed in a supportive atmosphere; everyone takes a turn and learns to respect others.

3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Outcomes	Suggestions for Teaching and Learning

Grade 12

- consistently demonstrate active listening and concern for the needs, rights, and feelings of others
- demonstrate how spoken language influences and manipulates, and reveals ideas, values, and attitudes
- address the demands of a variety of speaking situations, making critical language choices, especially of tone and style
  - express individual voice, enabling them to remain engaged, but be able to determine whether they will express themselves or remain silent

Students are required to, independently, observe models of formalized oral expression outside the confines of the classroom. These models may be found in the business community, theatre community, academic community, and political community.

Students are also expected to construct their own models of formal oral expression.

It is important that students have opportunities to use standard English and to use language aesthetically—tone, intonation, etc.—for the purpose of meaningful communication in a formal context.

Students might, for example,

- participate in video theatre, radio theatre, production meetings, etc.
- analyse or imitate speeches of a well-known orator, historical figure, e.g. Martin Luther King, Winston Churchill, P. E. Trudeau re FLQ crisis
- in role, develop impersonation of broadcast personality; discuss language and delivery in terms of their intentions and the audiences they envisage
- isolate the spoken word components from other audio and visual components used in TV advertisements, news, and documentaries, and describe their effectiveness relative to other techniques
- detect elements of persuasion and appeal in radio commercials and other texts, commenting on the purpose and impact of pace, volume, tone, stress, music, and ideas conveyed by vocabulary and ideas
- examine commercials in which a presenter speaks directly to consumers, and analyse how pitch, tone of voice, facial expression, gesture, volume, and assumed relationship with audience affect persuasiveness/enhance meaning/influence interpretation of the commercial
- hold a formal public meeting
- discuss ways in which people can show respect for other cultures and points of view by what they say and through their body language (e.g. in the context of a visit to an unfamiliar place, participation in a multicultural event)
- discuss aspects of language use—such as vocabulary, rhythm, figures of speech—and how they enhance particular spoken texts
- discuss and experiment with the effect of intonation on meaning, e.g. say the same word, phrase, or sentence in different ways to convey regret, anger, annoyance, and humour
- identify characteristics and varieties of spoken language such as colloquial and formal speech
- identify and discuss major features of formal texts, e.g. clearly demarcated introductions, main points, and conclusions and other staging cues

Suggestions for Assessment	*Notes/Vignettes*
Focus on	Some speech events should be directly linked to students' reading/viewing experiences, e.g. participation in debate on global issues
• awareness of purpose, audience, and situation	
• language choices—tone, style	
• content, organization, and delivery	
Re: External Modelling—Independently, students are expected to articulate	*Parliamentary Procedure*: Students prepare wall charts as guides to aspects of parliamentary procedure, such as
• the purpose of the speech event	• order of business
• an understanding of the structure of the speech event	• keeping minutes
• an understanding of the creative components of the speech event	• preparing a treasurer's report
• the reasons for the level of success of the expression	• making, amending and voting on motions
• an analysis of the audience's reaction to the event	• common procedural terms, e.g. "quorum, table"
Students are expected to	Students explore the usefulness of parliamentary procedure through regular monthly parliaments to make decisions about the process and content of activities in the class.
• use the language and conventions expected in formal settings—suitable vocabulary and manner, rhetorical devices, visual aids	
• tailor information, tone of voice, etc., to listeners' reactions	
• plan effectively for formal events	
• help to establish criteria for evaluating spoken texts, and use these to evaluate their own and others' participation in informal discussions and formal presentations	Students consider, for example,
• comment on the effectiveness of various elements in speeches	• the relationship of parliamentary procedure to the concept of democracy
• analyse, synthesize, refine, and produce speeches	• the significance of minority rights
• apply their sociocultural understanding of the purpose of particular oral and media texts and the motivations of individuals such as public figures to infer meaning, e. g. be aware that the impartial appearance of current affairs program items may be bogus, and listen critically for bias	
• detect and apply strategies speakers use to influence an audience	
• develop and use some strategies for formal presentations, e.g. to overcome self-consciousness, use notes unobtrusively, cope with and recover from disruptions	
• notice the ways speakers engage audiences and try to use similar techniques	
• evaluate their success in conveying ideas and information to particular audiences	
• reflect on what their own responses to spoken texts reveal about their personal attitudes and values	

4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

Outcomes	*Suggestions for Teaching and Learning*
Grade 12	*Students need support from teachers to*

Grade 12

- select texts to support their learning needs and range of special interests
- read widely and experience a variety of literary genres and modes from different provinces and countries and world literature from different literary periods
- articulate their understanding of the ways in which information texts are constructed for particular purposes
- use the cueing systems and a variety of strategies to construct meaning in reading and viewing complex and sophisticated print and media texts
- articulate their own processes and strategies in exploring, interpreting, and reflecting on sophisticated texts and tasks

Students need support from teachers to

- select complex and sophisticated texts, including genres that have historical and social significance
- have opportunities to respond critically to these texts in formal and constructive ways (e.g. in debate, formal writing, video documentary, etc.) with the focus on their critical understanding of how the nature of these texts affects the message and the ways in which the reader/viewer constructs meaning
- have opportunities to work with texts representative of popular culture, including entertainment texts, and to reflect on their experiences with those texts

Appropriate learning experiences include those in which learners, for example,

- examine the qualities of texts, the reasons for their preferences in text, and the ways in which selection can meet their purposes
- explore a subject of interest across national, cultural, and ethnic literatures
- demonstrate familiarity with works of diverse literary traditions—works by women and men of many racial, ethnic, and cultural groups in different times and parts of the world, including Shakespeare
- examine how their uses of language and media are reflected in their choices in text
- examine how they make sense of information and ideas presented in a variety of texts
- work with texts provided by venues outside the school community and explore as many diverse sources as possible
- reflect on their selection of texts and text sources
- determine the relevance and value of texts and text sources
- examine questions that evolve through interpretation of the text
- work with multimedia texts and examine the uses of the viewing
- explore where/how the text was constructed and consider this information in relation to their own interpretations of and response to text
- consider how readers and viewers in other contexts might interpret and respond to text
- focus on the rules and conventions of viewing and reading
- critique a significant literary, information, media, or visual text, considering the text as a product of its time and an example of crafted language
- reflect on specific elements of text and their impact on audience
- create an extension to a text in a different form
- account for the impact of text in an academic debate

Suggestions for Assessment	Notes/Vignettes
Levels of interpretation can be determined by the degree to which students can	At this level, students should demonstrate independence in applying a wide variety of reading and viewing strategies to meet their purposes.
• make connections with their own experiences • elaborate on the text • make links between the text and their experiences	In planning assessment, teachers should consider
Students need to articulate their understanding of the discrepancies among texts and among the differing responses to texts by their peers, teachers, media, and the world around them.	• what tasks extend student experience • how students articulate what they do and do not like • the source of the text or information • ways in which students determine the value of the text
Assessment needs to focus on a process that extends the learners' experiences to articulate what they like and don't like in discussion that is challenged by teachers and peers.	
Assessment needs to focus on the exploration of and reflection on ideas and the value of differing responses to text that are constructed and justified in research or logic.	
Students need to be aware of their reasons for selecting or rejecting a text.	

Appropriate assessment strategies and activities might include

- checklists, interviews, surveys, observations, self-commentaries and peer commentaries on text
- describing how the mood and setting established by the opening sequence of a film might be established in a written text such as a short story
- interpreting representations of distribution as in graphs and charts
- recognizing that different kinds of text require different kinds of reading and adjusting reading strategies appropriately (e.g. scan a brochure, highlight a technical text)
- exploring a subject of interest across national, cultural, and ethnic literatures
- demonstrating familiarity with works of diverse literary traditions—works by women and men of many racial, ethnic, and cultural groups in different times and parts of the world, including Shakespeare

5. Students will be expected to interpret, select, and combine information, using a variety of strategies, resources, and technologies.

Outcomes	*Suggestions for Teaching and Learning*
Grade 12	*Teachers need to focus on*

• access, select, and research in systematic ways, specific information to meet personal and learning needs
  - use the electronic network and other sources of information, in ways characterized by complexity of purpose, procedure, or subject matter
  - evaluate their research process
	• helping students become increasingly aware of the interconnection of texts
	• helping students become aware that the reading and viewing experiences are not just between themselves and the author or creator of the text, but that they become part of the many characters or personae in the event
	• helping students understand how the creator of the texts can construct attitudes and influences in the reader/viewer.
	• helping students understand that reading for different purposes can change the stance of the reader
	• helping students understand that texts can have multiple meanings and can come from sources that have differing values in different contexts
	• encouraging students to question their purposes and processes in researching and synthesizing information
	• helping students learn how to question the sources of information and learn how to value the information for their purposes
	• the process of reading
	• reader reflection and attitudes
	• challenging preconceived notions towards texts
	• exploring feelings, thoughts, and ideas triggered by viewing or reading
	• justifying thoughts and reflections on text
	• exploring the similarities and the differences among texts
	• examining the presentation of like and unlike information presented in differing texts: e.g. print, multimedia, Internet
	• analysis and synthesis of researched information from a variety of sources
	
	It is through talk that students rethink and reshape, validate or reject ideas and information from print publications, radio, TV, electronic news groups and conferences—talk is central to students' exploration, analysis, creation and critique of the information. Students self-talk and talk with others about information searches, validation of the content and sources, analysis of the value and power structure of information providers support the development of critical habits of mind concerning information.

Suggestions for Assessment	*Notes/Vignettes*
Students will be expected to	*Using technology*

Students will be expected to

- read from a particular stance, i.e. to gain information or for a specific purpose
- use critical thinking in the research and decision-making processes
- be independent in reading and reflection
- retrieve, select, and interpret information communicated through the mass media

Appropriate assessment strategies and activities might include

- teacher-student conferences and interviews
- journal logs reflecting and examining responses to texts
- assessing notes/records/information that is gathered through reading and viewing
- self-assessment
- observation of group discussion
- presentation of responses in differing texts
- responding to the authenticity of text through research and response

Sample learning/assessment tasks include those in which learners, for example,

- examine on-line media, reading and scanning for information and thinking critically about the issues
- research an issue presented in text
- extend their understanding and examine their own engagement by exploring an issue presented in a variety of texts
- compare and contrast texts and responses to texts
- compare the content of news reports in various texts (print and non-print) and the effectiveness of different media in reporting the same event

Using technology

Electronic information technologies such as e-mail, electronic conferencing, and news groups allow students to connect with both global audiences and specific individuals with whom the student shares a particular curiosity, question, or interest. Within this world, critical thinking and analysis are vital. Most available news groups and electronic conferences need careful examination to determine if the information and the way the information is presented are valid or reliable. Control through preselecting and screening of resources used by students will be less possible to maintain in an information-intensive world.

6. Students will be expected to respond personally to a range of texts.

Outcomes	*Suggestions for Teaching and Learning*

Grade 12
 	
• make informed personal responses to increasingly challenging print and media texts and reflect on their responses
  - make connections between their own values, beliefs, and cultures and those reflected in literary and media texts
  - analyse thematic connections among texts and articulate an understanding of the universality of many themes
  - demonstrate a willingness to explore diverse perspectives to develop or modify their points of view
• articulate and justify points of view about texts and text elements
  - interpret ambiguities in complex and sophisticated texts
	Students will develop an understanding that the world may be perceived as an emerging text. The context may be social, economic, historical, psychological, political, or geographical. In this context, teachers need to encourage students to read and view text from the position of a global citizen.
	
	It is important that students
	
	• reflect on text and articulate and defend their positions in relation to their own interpretation and analysis
	• include specific references to support their interpretations
	• make connections among various features or parts of a text
	• offer reasoned inferences and interpretations of ambiguities in a text
	• reflect on their responses and interpretations, taking their own and others' cultural contexts into consideration
	• explore the many layers of meaning in sophisticated texts
	• seek an expanding audience for their responses to reflect upon their thinking and the thoughts of others
	• find varying audiences and construct responses appropriate to the audience
	• reflect upon themes and issues revealed in texts and continually examine the universality of issues that are part of the human condition
	• respond in a variety of forms to become more aware of their own verbal and non-verbal interpretation and the elements of their own language
	• express and explore the ambiguities in their feelings in responding to text
	
	Teachers need to encourage students to respond to aesthetic texts. In examining these texts, students can examine the philosophies that are part of culture and aesthetics.
	
	Appropriate learning experiences include those in which learners, for example,
	
	• read and view texts from increasingly sophisticated global and culturally rich positions
	• respond to reading and viewing experiences in a variety of texts so they can become aware how thoughts and messages are affected by the text
	• analyse response to text, presenting their findings in small-group discussion
	• respond to text in a formal written or spoken text, presenting positions and analysis to an audience
	• keep learning logs of different texts, e.g. audiotapes, writing, video

Suggestions for Assessment	*Notes/Vignettes*
In assessing students, it is important for teachers to remember that student responses may be	In considering what texts to introduce to the students for response, teachers might consider the following questions:

In assessing students, it is important for teachers to remember that student responses may be

- tentative and questioning of the text
- formal or informal in use of language
- exploratory yet sophisticated
- relevant or irrelevant in the information they provide in the search for interpretation, synthesis and analysis
- focussed on specific aspects of the text
- repetitive in nature or they may reinterpret and revalue the text
- debatable in reasoning
- divergent and open ended

In assessing student progress, teachers need to remember that when moving through a wide range of texts and experiencing a variety of different structures and orders, learners may come to wide ranges of interpretations in the translation from text to text, sometimes not coming to immediate conclusions. Through discussion and articulation of ideas about texts, learners can come to conclusions about texts.

As the texts become more varied and more sophisticated, students may need more time for discussion and reflection as part of the self-valuation process.

Through self-assessment, peer assessment, teacher assessment, and questioning, students can become aware of their prejudices and opinions and those of texts.

Students should be able to understand

- how culture defines texts and our responses to texts
- how they define culture
- how they connect with differing texts to make meaning
- how aesthetics and the nature of expression and language affect them
- that evaluation of text is a continuing and changing process

In considering what texts to introduce to the students for response, teachers might consider the following questions:

- What topics, situations, themes and issues have relevance to students?
- What cultural voices should be brought into the classroom discussion?
- What writers might this student/these students find appealing?
- What works will challenge the students appropriately?
- What do the students want to read?
- What works might help students to better understand their own community? the wider community?
- How can texts be paired selectively to provide for intertextual connections?
- What personal favourites should be shared with students?
- What texts will invite aesthetic response?

7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

Outcomes	*Suggestions for Teaching and Learning*
Grade 12	*It is important that teachers*

Grade 12

- critically evaluate the information they access
- show the relationships among language, topic, purpose, context, and audience
  - note the relationship of specific elements of a particular text to elements of other texts
  - describe, discuss, and evaluate the language, ideas, and other significant characteristics of a variety of texts and genres
- respond critically to complex and sophisticated texts
  - examine how texts work to reveal and produce ideologies, identities, and positions
  - examine how media texts construct notions of role, behaviour, culture, and reality
  - examine how textual features help a reader and viewer to create meaning of the texts

It is important that teachers

- provide appropriate modelling by sharing their own selection of texts, questioning their own interpretation of texts, and articulating the sources of their own biases
- model respect and tolerance when listening to student reflection, analysis, and justification

Students need support from teachers to

- extend their range in selecting texts
- articulate their understanding of the process of approaching text critically
- examine their own biases about texts
- become critical in their thinking as a habit of mind

It is important that students examine

- a variety of texts from the global community and consider how a text reflects the culture in which it is constructed
- various forms of artistic expression or art as well as print and media texts
- the formal properties of text
- ways in which certain texts are inclusive or exclusive
- issues of racism, sexism, ageism, etc.
- the reasons, purposes, and contexts of the consumption of text
- their own questions and the questions of others that evolve through the interpretation of text
- the validity of the source or the construction of the text and the wider cultural contexts of the information and the source
- the assumptions shared by audiences in social, economic, historical, psychological, political, or geographic contexts
- their own assumptions as audience

Students need to examine their own assumptions and those of others in relation to the text/language/genre by asking questions such as

- What different ideas are among my sources and how have these ideas changed my perspective?
- What different ideas should I include in my responses?
- What elements in the text can clarify my understanding of the historical, social, political, or geographic contexts of the text?
- What is my opinion on this topic or issue? What does the text offer me?
- What are some of the common assumptions of society that exist in the text?

Suggestions for Assessment	*Notes/Vignettes*
Students demonstrate their abilities to respond critically when they, for example,	*Focus on Media Texts*

Students demonstrate their abilities to respond critically when they, for example,

- develop, use, articulate, and reflect on their personal criteria in responding to text
- tolerate and accommodate a wide range of interpretations of text
- describe the intended audience for whom various texts are produced
- discuss how well specific authors achieve their purposes (e.g. What makes a piece of persuasive writing, an explanation, a description, etc., effective?)
- demonstrate an understanding that language changes over time
- suggest why a particular writer uses particular words, stylistic devices, or formats
- analyse, compare, and critique different presentations of the same ideas, information, or issues
- critically evaluate media texts for meaning, point of view, aesthetic and commercial considerations, and accuracy and impact
- assess the accuracy and balance of news and information presented in print and other media
- identify the message of a TV program and the conventions and techniques (camera angles, motion sequences, setting, lighting, etc.) used to make its message
- develop criteria for evaluating the accuracy and objectivity of information found in a variety of print and electronic sources
- describe potential sources of bias
- explain and evaluate the effectiveness of persuasive strategies and techniques
- value diversity in behaviour, and social structures
- recognize the complexities of cultural confines, perspectives, and contexts

Experiences in grade 12 should increase students' awareness of

- their global community
- their place in that community
- the impact their place in that community has on how they view the world and texts in that world
- how language, form, genre, and other structures and elements of a text are reflections of the culture in which it has been created

Focus on Media Texts

Students should demonstrate an informed and critical understanding of

- how media representations of a specific culture or historic period can influence the attitude of the audience toward that culture or period
- how media representations of gender roles influence the behaviour of men and women
- the impact of developments in media on the evolution of the narrative form
- the conventions and techniques employed by the mass media and the impact of those conventions and techniques

Sample Learning/Assessment Tasks

- examine the differences and similarities in comparable media texts originating in two different countries
- consider why TV stations in Canada air US programs and discuss what would happen if the Canadian Radio-Television and Telecommunications Commission (CRTC) decided to ban US television broadcasting
- examine representations of men/ women/children/hero/victim, the pioneer/military, etc., in TV programs, novels, paintings, popular music, operas/musicals, films, novels, cartoons, etc., over time
- examine a range of posters to analyse the ways in which visual and written text interrelate and evaluate their effectiveness

8. Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Outcomes	*Suggestions for Teaching and Learning*

Grade 12
 	
• use writing and other ways of representing to explore, extend, and reflect on
  - their experiences with and insights into challenging texts and issues
  - the writing processes and strategies they use
  - their achievements as language users and learners
  - the basis for their feelings, values, and attitudes
	At all levels, students need opportunities to use expressive writing and other ways of representing to express, sort out and reflect on ideas, feelings, perceptions, attitudes, and responses.
	
	Students need to explore and experiment with the many ways by which they can know, learn about, and understand their world, including ways to use drama and visual representing.
	
	Appropriate learning experiences include those in which learners, for example,
	
	• articulate how they feel and what they think about a text/issue
	• describe and account for the impact of a text/issue
	• note their reactions, confusions, questions, associations, etc., as they read/view/listen
	• write personal and critical responses to literature, popular culture, and media texts
	• keep response or thought books for exploring their understandings of the complexities of characters/issues
	• explore characters from other characters' perspectives
	• record passages, extracts, etc., that intrigue them, delight them, or catch their attention in some way and reflect on the impact of these passages/extracts
	• write alternative, hypothetical endings
	• write letters to friends about the texts they read/view/listen to
	• write creative spin-offs, exploring some aspect of a text/issue
	• relate several facets of a text to their interpretations
	• recognize points of commonality between related issues or selections of texts
	• use improvisation and storytelling to explore, clarify and reflect on their thoughts, feelings, and experiences
	• establish criteria for their evaluation of texts
	• write a critical appreciation of a literary work
	• adopt a stance concerning an interpretation of a text
	• select appropriate examples from a text to argue a particular interpretation of that text
	• make connections within and among texts and experiences
	• demonstrate an awareness of the relationship between generalizations and examples in critical response to text
	• value their own responses and respect those of others
	• keep some kind of log, diary, or journal to monitor and reflect on their learning

Suggestions for Assessment	*Notes/Vignettes*
The language students use to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning may be rambling, unstructured, and hesitant. Such language is informal and essentially personal, both in the nature of its content and through its connections with a student's past life and experiences with texts and issues. The main purposes of this kind of writing/ representing are to	*Forms*

The language students use to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning may be rambling, unstructured, and hesitant. Such language is informal and essentially personal, both in the nature of its content and through its connections with a student's past life and experiences with texts and issues. The main purposes of this kind of writing/ representing are to

- capture thoughts, feelings, perceptions, reactions, and responses
- explore their beliefs, principles, values, and biases
- develop and make sense of developing ideas and interpretations
- reflect on their initial responses and attitudes to texts and issues
- attempt to explain their responses and extend them

Focus

The first audience of these kinds of personal and informal texts is the *self*. The structure, content, and language of expressive writing, for example, has primarily been to satisfy the writer rather than some other reader or listener. It is only when the writing goes public—i.e. intended for an audience other than self—that standards of convention, precision, and accuracy of language and form should be a focus for assessment.

The primary focus of assessment should therefore be on

- the process not the product
- the extent to which the students can and do use writing and other ways of representing to explore, clarify and reflect on their thoughts, feelings, experiences, and learning
- the students' effective use of writing and other ways of representing to serve the purposes identified

Appropriate assessment strategies and activities include

- teacher-student conferences and interviews
- performance assessment and teacher observation
- self-assessment
- portfolio selections such as samples of log/journal entries, freewrites, or other kinds of expressive writing/representation

Forms

- questions
- brainstorming lists
- briefwrites, e.g. ideas that confuse, intrigue, evoke emotion
- freewrites
- marginal notation
- learning logs/journals/work diaries used by students to reflect on themselves as learners and on the complexities of the strategies and processes they are learning/using
- written conversation/dialogues, informal notes, and letters
- logs and journals: reading/viewing/ listening response journal/log, thought book, writer's notebook, dialogue
- journal, double entry journal, group/ collective journal, electronic journal
- electronic dialogue
- drawing, sketches, map, diagram, chart, graphic organizer, photographs
- audio and video forms

8. Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Outcomes	*Suggestions for Teaching and Learning*
Grade 12 • use note-making strategies to reconstruct increasingly complex knowledge - explore the use of photographs, diagrams, storyboards, etc., in documenting experiences	It is important that teachers demonstrate, use, and teach students how to apply a variety of note-making methods for different purposes. *Appropriate learning experiences include those in which learners, for example,* • use notes to generate and record questions, thoughts, connections, memories, impressions, ideas, language, and topics • use webbing and clustering • use outlining and highlighting • use charts and maps to organize information in ways that make sense to them • use drawings, diagrams, and photographs • paraphrase and summarize • use categories, headings, and subheadings and modify them as necessary to make notes effective • gather information from a wide range of sources to research a topic of personal interest (e.g. consult a recognized authority, extract data from library sources, access electronic databases) • use interviews to explore and research a topic of interest • use different note-making strategies to record and organize information effectively for specific purposes, selecting a note-making strategy appropriate to the task and the information source • use standard abbreviations, acronyms, symbols, and their own system of abbreviations/shorthand • use note cards, rearranging them to organize needed information • use notetaking sheets to record ideas and information from one source at a time or to record ideas from several sources under different headings (using a separate sheet for each heading) • use research grids to record information from several sources under different categories • experiment with video and audio techniques to gather information for a research project • record all necessary bibliographical data about sources and record page numbers within sources for later reference in conducting research • use a computer database to record and organize information • share and compare notes and note-making strategies with other students • collate individual notes in small-group discussion and write/produce some kind of collective record/report, e.g. group journal • explore the use of photographs, diagrams, storyboards, etc., in documenting experiences

Suggestions for Assessment	*Notes/Vignettes*
Focus	*Forms*

Focus

The focus of assessment should be on

- the process by which students make and use notes
- the students' abilities to select appropriate note-making forms and strategies for different purposes
- the product—how effectively the note-making form selected helps students to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning
- the extent to which students can and do make their own notes
- how effectively students organize and use their notes for specific purposes

Key Understandings

Assess students' understanding

- that making their own notes personalizes information and makes it easier to remember information and use notes
- of what constitutes plagiarism and what are the consequences of presenting others' ideas without standard documentation

Appropriate assessment strategies and activities include

- teacher observation
- reviewing students' use of note-making in teacher student conferences and interviews
- performance tasks
- self-assessment
- samples of students' notes in portfolio selections
- assessing notes and records as part of a research project evaluation

Forms

- lists, outlines, charts, webs, maps, and graphs
- single sentence summaries
- marginal notation
- graphic organizer
- drawings, sketches, diagrams, charts, jot notes, collages, and photographs
- 3-D construction model
- audio, video, and electronic forms of computer technology

Note-Making Guidelines for Students

- experiment with different forms and media
- record date and topic
- select only relevant information, main ideas, important details
- make a note of perspectives that concur with/differ from their own
- try to make study notes clear and concise
- use abbreviations, symbols, illustrations
- pause every now and then during discussion/reading/viewing to note important ideas/information
- summarize or paraphrase in their own words
- note direct quotations when information or ideas have been stated particularly well or concisely
- review notes to add or revise ideas and information
- use circling, underlining, colour coding, and highlighting to identify key points, ideas, and words

8. Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imaginations.

Outcomes	*Suggestions for Teaching and Learning*
Grade 12 • make effective choices of language and techniques to enhance the impact of imaginative writing and other ways of representing	*Teachers need to–* • provide demonstrations and models • plan learning experiences that enable students to create media and visual texts as well as print texts *Appropriate learning experiences include those in which learners, for example,* • use media creatively as tools for communicating their own ideas • explore fantasy writing, ghost stories, and science fiction • produce stage or video production props, costumes, etc. • present their ideas in ways that are meaningful and engaging for them and for other audiences • prepare a shooting script for the opening scene of a film based on a short story, including camera sequences, sound effects, and voice-overs • write a dramatic monologue in prose, e.g. a character recounting the particular circumstances of an incident • write a dramatic monologue • use their understanding of audio, visual, and print elements to construct their own media productions • write scripts for a variety of media and communication purposes • use the aesthetic conventions of audio, visual, and electronic media with competence and originality to effectively express their experiences, ideas, and concerns • experiment with combining forms of prose and poetry • use figurative, visual, and verbal language to create personal expression

Suggestions for Assessment	*Notes/Vignettes*
Focus	*It is important that teachers*
The focus of assessment should be on students'	• provide demonstrations and models • plan learning experiences that enable students to create media and visual texts as well as print texts
• personal understanding through the process of writing and other ways of representing • development of style and use of text structure • discovery of personal purpose through writing and other ways of representing • willingness to take risks with language to explore a range of effects • consideration of audience and purpose in making choices about form, style, or content of writing • selection of vocabulary and tone according to audience and purpose	*A Survivor's Guide to High School* Students research, write, and publish a manual for students entering high school. The teacher acts as editor, with students organized into work groups with responsibility for a section of the guide. Students generate topics, interview parents/caregivers, teachers, administrators, employers and other students, and evaluate and synthesize the results into articles that will be important and interesting to students entering high school. Articles might include
Appropriate assessment strategies and activities include	• how to succeed on exams • getting along with teachers • avoiding conflicts • drugs • sex • anger management • managing time • a community services directory • an index of clubs and teams
• teacher observation • reviewing students' use of note-making in teacher-student conferences and interviews • performance tasks • self-assessment • samples of students' work notes in portfolio selections • assessing notes and records as part of a research project evaluation	

9. Students are expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Outcomes	*Suggestions for Teaching and Learning*
Grade 12	*Teachers need to*

Grade 12

- produce writing and other forms of representation characterized by increasing complexity of thought, structure, and conventions
- demonstrate an understanding of the ways in which the construction of texts can create, enhance, or control meaning
  - make critical choices of form, style, and content to address increasingly complex demands of different purposes and audiences
- evaluate the responses of others to their writing and media production

Teachers need to

- provide demonstrations and models
- plan learning experiences that enable students to create media and visual texts as well as print texts

Appropriate learning experiences include those in which learners, for example,

- explore and apply elements of description and narration
- use different methods of expository development, e.g. example and illustration, cause and effect, process analysis, classification and division, comparison and contrast
- write a political speech or manifesto
- explore parody and satire
- invent a soliloquy/interior monologue for a character in literature
- use the aesthetic conventions of audio, visual, and electronic media with competence and originality to effectively express their experiences, ideas and concerns
- transpose a text from one form to another, e.g.
  - script   story
  - radio play   story
  - news report   poem or story
  - informative article   transcript of an interview
  - story   Readers Theatre
  - fable   proverb
  - letter   diary
  - story   series of letters
  - narrative poem   play
  - story   comic strip
  - photograph   poem
  - story   photo essay
  - biography   autobiography
  - diary   memoir
  - mystery story   film script
- create a media product for a specific purpose and audience, and explain their rationale for selection of that particular medium to achieve that purpose
- write a script regarding an issue of importance to adolescents for various audiences, e.g. their peers, younger students, parents/ caregivers and school administrators
- research, define, and describe the characteristics of a particular target audience

Suggestions for Assessment	*Notes/Vignettes*
Focus	*Teachers need to*
The focus of assessment could be	• make judgments about students' achievement over time and across a range of tasks and experiences involving different purposes, audiences, and types of text
• ideas and content	
• organization	
• effective expression	
• voice and awareness of audience	• provide demonstrations and models of those forms students are constructing
• technical competence	
• clarity	• plan learning experiences that enable students to create media and visual texts as well as print texts
• coherence	
• style	
• originality, e.g. of vision and expression	
• insights and the effectiveness with which those insights are communicated to an audience	• articulate and assess what they value as readers/viewers of texts created by students
Students might be assessed on their abilities to	• demonstrate and provide models of those characteristics of text and text construction to be assessed
• select forms, subject matter, and language to suit a specific audience and purpose	
• work collaboratively	• include forms of artistic expression among the range of forms students work with, e.g. aesthetic writing
• work independently	
• choose language and structures to make the intended meaning as clear as possible in creating information texts	
• use personal and external criteria from multiple perspectives in expressing opinions and judgments about issues, ideas, and experiences	
Appropriate assessment strategies and activities include	
• teacher observation	
• reviewing students' use of note-making in teacher-student conferences and interviews	
• performance tasks	
• self-assessment	
• samples of students' work notes in portfolio selections	
• assessing notes and records as part of a research project evaluation	

10. Students will be expected to use a range of strategies to develop effective writing and other ways of representing, and to enhance clarity, precision, and effectiveness.

Outcomes	*Suggestions for Teaching and Learning*
Grade 12 • apply their knowledge of what strategies are effective for them as creators of various writing and other representations • use the conventions of written language accurately and consistently in final products • use technology effectively to serve their communication purposes - design texts that they find aesthetically pleasing and useful • demonstrate a commitment to the skilful crafting of a range of writing and other representations • integrate information from many sources to construct and communicate meaning	*Appropriate learning experiences include those in which learners, for example,* • generate several drafts of a piece of writing • revise drafts for meaning and clarity • reconsider word choice and apply a variety of techniques for creating effective diction • experiment with sentence length and construction, e.g. consider expanding or contracting sentence elements (clause phrase word) • apply a variety of techniques for making sentences forceful • employ a variety of stylistic features • create and use checklists for refining their own writing and for response to others' writing • create and use editing and proofreading checklists • edit and proofread written work to eliminate errors in syntax, usage, spelling, and punctuation • use print and electronic aids to proofreading, e.g. handbooks, dictionaries, spell checkers • edit student-created film footage to create, enhance, or change meaning for appeal to a specific audience (if technology and resources are available) • use databases and spreadsheets to support an argument or make mathematical projections (This would provide an excellent opportunity for a discussion of the nature of information and the myth of objectivity of information.) • integrate text data (original and reference), graphic data (original, reference, and electronic clip art) produced in various computer applications to produce paper-based communications • use an application such as HyperCard to produce a simple interactive multimedia program that effectively uses this medium to communicate an idea or feeling • use e-mail as a means to co-write a report in a small group either within the school or from a wider area • manipulate and incorporate file transfer textual documents, graphic, and sound files to be incorporated in student-produced communications • experiment with and create writing that can be presented as an oral or multimedia text • make a collection of appropriate layouts for formal letters in a range of situations likely to confront them in the future • present an analysis of a range of TV ads, explaining the techniques/tools used to influence viewers

Suggestions for Assessment	*Notes/Vignettes*
Focus	*Using Technology*

Focus

- increasing fluency in broader social contexts
- purpose
- content
- organization
- effectiveness/impact
- control of conventions

Areas assessed could include students' abilities, for example, to

- create a range of texts to reflect on attitudes, values, and issues in ways that, while not necessarily fresh and original, are interesting and thought provoking
- create imaginative texts using a persona (e.g. adopt a persona different from themselves in age, cultural background)
- write precise, accurate, clear, and carefully organized task instructions involving a complex sequence of events or a task that is difficult to describe
- substantiate views on issues and texts in an organized way
- see distinctions between arguments or positions on an issue and between texts that deal with similar events/issues
- revise work to meet the demands of specific writing tasks and audiences, e.g. check spelling in a job application
- write relevant introductions to texts such as formal letters, and essays, recognizing that readers need to be quickly and efficiently introduced to the purpose of the text
- evaluate the amount and type of information in expository texts and use this information in their own expository texts, e.g. write at sufficient length to clearly convey ideas and information, carefully select information to convey a convincing point of view
- use a range of stylistic features (e.g. symbolism, imagery, understatement, irony) to enhance meaning in both expository and imaginative texts
- order points in an argument to cumulatively build to a convincing conclusion
- review their writing from a reader's perspective to identify gaps/ inadequacies in logic, completeness, etc.
- make decisions regarding which layout options will increase readability/impact
- plan a publicity campaign in a range of media
- make critical choices of tone and style appropriate to different purposes and audiences

Using Technology

Students could

- explore communicating with other people on-line
- use the World Wide Web to experience the global perspective and immediacy of communication with people worldwide (This could lead to discussions of global concerns, political and cultural perspectives, arts, control of information, or critical reading and viewing of issues.)
- engage in discussion on what is human communication, technology as a tool to humanize/de-humanize, and how the attributes of the communication medium impact on the meaning and pleasure of human communication
- experiment with developing a home page (using the HTML language) to become information providers on the Internet
- examine radio broadcasts on the Internet
- create a broadcast/home page for their schools

Program Design and Components

Introduction

This section includes

- organizational approaches
- an overview of content
- the role of media literacy
- the role of drama
- the role of literature
- the role of critical literacy
- the role of visual literacy
- the role of information literacy
- the research process
- integration of technology with English language arts
- the speaking/listening component
- the reading/viewing component
- the writing/other ways of representing component

ELA High School is designed to engage students in a range of experiences and interactions across the curriculum. It is built on the understanding that the language processes are interrelated and can be developed most effectively as interdependent rather than discrete processes.

The program includes choice and flexibility in classroom organization, teaching practices, resources, and assessment. Teachers can organize and structure teaching and learning in a variety of ways to meet student needs in many different contexts.

English: Grades 9/10

The curriculum and learning environment in grades 9/10 must be flexible enough to accommodate a wide range of students' backgrounds, abilities, and interests for a variety of purposes. Through response to and study of language, literature, and media texts, students are encouraged to make choices in selecting topics and curriculum areas to explore with the goal of meeting their specific needs and interests and growing toward autonomy. A broad range of learning experiences will enable students to reflect on their own learning strategies as they progress toward becoming independent learners.

While all forms of expressive and receptive communication—oral, written, and visual—are regarded as necessary and valuable areas of

the grades 9/10 curriculum, these years emphasize proficiency in the use of oral language. Learning experiences include the following:

- exploratory and informal talk: conversation, focussed discussion with an identifiable purpose such as brainstorming, speculating, problem solving
- structured activities, including symposia, panels, and interviews
- dramatic representations: monologues, role-playing, improvisation
- performance of texts: individual and choral performance, Readers Theatre
- formal presentations: seminars, debates, public speaking, reports
- focussed listening activities to interpret and evaluate ideas and information from a range of sources

Grade 11 and 12 Options

English 112, 113, 111
English 122, 123, 121

At grades 11 and 12, students have two course options for specialization within the framework of outcomes: English 112, 122 and English 113, 123 courses. **All students will work toward the same outcomes, but English level 2 and English level 3 courses will be different in terms of pace, scope, emphases, and resources.** In some high schools, demand may warrant development of English 111 and English 121 enriched courses, using the same outcomes but again adjusting the pace, scope, emphases and resources.

English 112
English 122
(plus enriched)

These courses are intended for students whose goals include post-secondary academic study. These courses have an emphasis on literary texts and are intended to enable students to

- study and give detailed accounts of complex and sophisticated texts and issues
- be perceptive and analytical in making sophisticated adult judgments
- be critical and reflective readers of literary texts
- be analytical and critical viewers
- express themselves precisely when writing for often complex purposes
- be capable editors of their own and others' writing
- communicate confidently and effectively in the formal style and language required by some situations
- demonstrate control of language processes

English 113
English 123

English level 3 courses are intended for students whose goals include school success and entry-level employment in the private or public sectors. English level 3 courses are intended to prepare students for school success and lifelong learning by engaging them in practical and interesting learning experiences closely related to their lives and to the world they will experience as adults.

English level 3 courses should be flexible enough to allow learners to move to academic courses. It is especially important that these courses be based on the interests and abilities of the students and that they provide support to meet their individual and diverse learning needs. English level 3 courses are intended to provide experiences that enable students to

- develop intellectually, socially, and emotionally
- meet the literacy demands of the outside world
- be aware of the ways in which language can entertain, inform, and influence others
- adapt their language to suit their purposes
- have a sound basic knowledge of how to use English
- extend their thinking through exploring a range of issues
- use language to the best of their abilities in working toward the full range of curriculum outcomes

Program Overview Headings

In the following program overview,

- the heading **Focus of Experiences** describes, in broad terms, areas of growth upon which learning experiences should be focussed
- the heading **Increased Emphasis** describes those elements that should receive particular attention in course planning and in the design of learning experiences
- the headings **Texts: Social Contexts**, **Texts: A Range of Styles**, and **Texts: Emphasis** introduce lists of the kinds of texts that must be included, among others, in students' experiences
- the heading **Integrative Concepts** describes concepts that can be used to organize or link learning experiences throughout the course

Program Overview: (see page 129 for explanation of overview headings)
English 9/10, English 112, English 113

English 9/10	*English 112*	*English 113*
Students are required to demonstrate an awareness of the social implications of language and communication and of the social role of the literary world.	Students are required to examine and evaluate ideas and style in materials studied and in their own work.	Students are required to examine and evaluate ideas and style in materials studied and in their own work.
Focus of Experiences • building confidence as language users • moving toward an informed awareness of their roles and responsibilities as thinkers, speakers, listeners, readers, viewers, writers, and creators of media texts • exploring and examining issues relating to their world • making connections between themselves and their world	*Focus of Experiences* • using language in wider, public, and more formal contexts • involving a more critical examination of meaning • moving toward greater objectivity in their own style and an improved ability to deal with abstract ideas and complex issues • exploring social, political, ethical, and cultural issues in the wider community	*Focus of Experiences* • using language in wider, public, and more formal contexts • moving toward a more critical examination of meaning • moving toward developing their own style, a personal response to other points of view and voices • exploring social, political, ethical, cultural, and economic issues in the wider community
Increased Emphasis • oral communication: formal and informal conventions of oral language • role-playing • selecting and creating written and representational texts and forms to communicate ideas and information • concepts related to awareness of audience, purpose, and situation • concepts relating to the construction and impact of a variety of forms • discovering how texts operate, how meanings are constructed	*Increased Emphasis* • writing and other ways of representing • style: expanding and controlling their own use of language • skill building in and through drama • information, media, and visual literacy • constructing meaning with graphic communication media and desktop publishing programs • information technologies • using computers and multimedia applications to solve problems and conduct inquiries	*Increased Emphasis* • writing (especially practical writing) and other ways of representing • style: expanding and controlling their own use of language • skill building in and through drama • information, media, and visual literacy and using related technologies • oral and written communication related to the world of work and real-life situations

Program Overview: English 9/10, English 112, English 113 (continued)

English 9/10	*English 112*	*English 113*
Texts: Social Contexts	***Texts: A Range of Styles***	***Texts: A Range of Styles***
• unique and divergent readings • regional literature/cultural texts • emphasis on texts that show social involvement and responsibilities of speaker, reader, and writer • editorials, notices, public letters, and business letters • biographies, articles, journals, reports, essays, and research papers • poetry, short stories, and novels • mythology • one-act plays, scripts, improvisations, and Readers Theatre • small-group workshops, panels, debates, seminars, reports, interviews, and discussion	• emphasis on exposure to and use of a wide variety of styles found in articles, essays, letters, journals, and editorials from various places and periods • poetry, novels, short stories, and plays from different times, cultures, and places • mythology • research papers • songs, films, and videos • docudramas, newscasts, sportscasts • radio, TV, and live drama • multimedia texts, databases, CD-ROM reference sources, and newsgroups	• emphasis on exposure to and use of a wide variety of styles found in articles, essays, letters, journals, and editorials from various places and periods • poetry, novels, short stories, and plays from different times, cultures, and places • mythology • research papers • songs, films, and videos • docudrama, newscasts, sportscasts • radio, TV, and live drama • multimedia texts, databases, CD-ROM reference sources, and newsgroups
Integrative Concepts	***Integrative Concepts***	***Integrative Concepts***
• students as participating members in a community of learners • identities: understanding ourselves, our communities, our cultures • interacting with peers and others	• students as participating members in a community of learners • the individual and society: societal questions, tensions between the individual and the state • career choices/opportunities and their language requirements • the importance of work for individuals and society	• students as participating members in a community of learners • the relationships of students to their own communities and to Canadian identity as a whole • developing good citizenship and leadership skills • increasing independence • career choices/opportunities and their language requirements • the importance of work for individuals and society

Program Overview: English 122 and English 123

(see page 129 for explanation of overview headings)

English 122	English 123
Students are required to apply a wide variety of forms (media, genres) to various communication situations and to demonstrate a knowledge of various influences on language and literary forms.	Students are required to apply a wide variety of forms (media, genres) to various communication situations and to demonstrate a knowledge of various influences on language and literary forms.

Focus of Experiences

• using language in public, formal, and global contexts • dealing effectively with different communication situations, including those addressing unfamiliar audiences • applying communication and stylistic skills to a variety of forms • examining global issues and exploring multicultural perspectives	• using language in public, formal, and global contexts • dealing with different communication situations, including those addressing unseen audiences • applying communication skills to a variety of forms • examining some global and exploring multicultural perspectives

Increased Emphasis

• crafting written language in a range of forms, polishing stylistic skills, and writing with conviction • performing and working with scripts • critically examining literary texts, and cultural contexts of works and their creators • writing reflectively, critically, and analytically about the ideas, values, and social effects of their own and other texts • communication technologies, Internet, public discourses	• writing in a range of forms pertaining to real-life situations • extending the range of texts they can read for information and pleasure • critically examining literary texts and cultural contexts of works and their creators • experiences in oral and written communication, and the dynamics of social discourse as practical and empowering tools for their adult lives • extending their understanding of the power of different forms of discourse and text • applying problem-solving strategies to community and workplace situations • communicating with a global audience

Program Overview: English 122 and English 123 (continued)

English 122	*English 123*
Texts: Emphasis	**Texts: Emphasis**
• emphasis on exposure to and use of a wide variety of forms - poetry (elegy, epic, sonnet, pastoral, free verse), prose (allegory, biography, young adult and adult literature, short story), and drama (script, live drama, film, modern drama, Shakespearean drama) - journals and letters - essays, reports, and research papers - editorials and briefs - multimedia, electronic mail, electronic bulletin boards, and home pages	• emphasis on exposure to and use of a wide variety of forms - poetry (free verse, lyrics, ballads), prose (biography, young adult literature, and adult literature), and drama - interpreting and deconstucting non-narrative texts and technical information - extending understanding of informal and formal language and how texts are constructed - understanding thematic structures in diverse texts and their significance in context - understanding that the dynamics of language in texts are ever changing depending on context - multimedia, electronic mail, electronic bulletin boards, and home pages
Integrative Concepts	**Integrative Concepts**
• the individual in a global community • global voices, concerns, and perspectives • the human predicament • emphasizing becoming positive, mature members of the larger community and their roles in that community	• integrating the graduating students into a larger community than the school • exploring avenues for active participation and membership in a larger community • emphasizing becoming positive, mature members of the larger community and their role in that community • roles of adults in the larger community

Unifying Ideas: English Language Arts High School

The unifying ideas underlying *ELA High School* are those that underlie the entire English language arts curriculum. They centre on students' purposeful use of the language processes to

- think and learn
- communicate effectively and clearly with a range of audiences for a variety of purposes
- gain, manage, and evaluate information
- explore, respond to, and appreciate the power of language, literature, and other texts, and the contexts in which language is used

In the *Foundation for the Atlantic Canada English Language Arts Curriculum*, **the term text is defined as, "any language event, whether oral, written or visual. In this sense, a conversation, a poem, a novel, a poster, a music video, a TV program and a multimedia production, for example, are all texts."**

Using Language to Think and Learn

Language is a powerful instrument for thinking and learning; students who are encouraged to use language to pursue their own interests and questions are likely to recognize this potential. From this perspective, language enables learners to communicate not only with others, but also with themselves. Students need frequent opportunities to think for themselves, to build on their own ideas through communication, and to talk and write about themselves as learners and thinkers.

Students in high school need frequent opportunities to use language for thinking and learning in order to function effectively as learners not only in English language arts, but in other curriculum areas. They also need experiences that help them to develop creative and critical-thinking skills. Among the creative and critical-thinking skills that students develop through their experiences in English language arts are the abilities to talk, write, and think about language itself. Reflecting on language and its uses in different contexts—social contexts, for example—further enhances students' language awareness and enables them to value varieties of their own and others' language as a means of communication and expression.

Students develop the abilities to use language for learning and thinking through the process of obtaining information, and interpreting and communicating this information to others. In order to see the information they gather as meaningful, students need not only to connect it to their own ideas, experiences, and feelings, but also to talk and write about it, using their own language.

Students also need frequent opportunities to articulate what they have learned from their reading or viewing of a text and to share it with others in order to clarify, assess, and extend their interpretations as well as their appreciation of a text. Such an exchange of ideas and views will lead students to analyse and reflect on issues raised. Student journals, writers' notebooks, and learning logs, as well as small-group discussion, may be especially productive in this regard.

Using Language to Communicate Effectively and Clearly with a Range of Audiences for a Variety of Purposes

Through abundant and varied experiences in creating their own texts by speaking, writing, and visual representation of ideas and information, students learn to attend to the subtleties of language use. These experiences also build their confidence and competence as thinkers, planners, and communicators.

Students become competent at communicating ideas or information to others by learning to be sensitive to the different needs of different audiences and to the ways in which the purpose and nature of the task influence language choices. All of these factors shape the kinds of ideas and information they present and the way in which they present them. Depending on whether students are describing or explaining something, arguing, persuading, or telling a story, they learn how to vary their organizational and rhetorical strategies. They adapt the level of detail they provide and the language they use according to the *context* of the communication. Through practice in making subtle (or not-so-subtle) strategic changes in style to fit different circumstances and audiences, students increase the likelihood that the texts they create will be understood and interpreted as they would like them to be.

Effective communication is precise, clear, and engaging whether it is spoken, written, or visual. The ability to communicate effectively and clearly involves the correct and appropriate use of language conventions and mechanics. To ensure that they can communicate effectively and clearly with a wide range of audiences, all students in high school need to practise their use of the forms of language that are most commonly recognized as standard English. This does not imply that other varieties of English are somehow wrong or invalid; rather, it means that all students need to have standard English in their repertoire of language forms, and to know when they should use it.

Teachers should therefore engage their students in discussions of when and where standard English can and should be used in order to expand students' knowledge of audience and context and to extend their understanding of the social significance of different language practices.

The social nature of language and communication is central to the English language arts curriculum in high school. When they make connections between style and audience, and purpose and form, students become more versatile and confident in the choices they make in different contexts and linguistic environments. A major concept underlying the curriculum is that students come to recognize and put into effective practice the crucial connections between language choices and social outcomes. Notions of correctness and clarity are important, not as ends in themselves, but as links to a wider social world including global audiences.

Using Language to Gain, Manage and Evaluate Information

ELA High School involves students in defining, investigating, and researching a wide range of topics, questions, issues, and problems. The curriculum requires students to locate, understand, interpret, analyse, evaluate, and integrate textual and graphic information from multiple sources, including technological resources.

Similarly, the curriculum engages students in constructing many kinds of texts to organize, synthesize, create, and convey information through speaking, writing, and visual representation.

Because students participate in complex information-based environments, they need to be prepared to use electronic technology effectively to receive and express ideas and information. By using many different kinds of texts and resources to collect and communicate information, students should become aware of the range of possibilities and recognize the many approaches they can use to perform these tasks efficiently and effectively. Building on students' information-gathering and presenting experiences in previous grades, the English language arts curriculum in high school strengthens students' abilities to perform more complex and challenging tasks.

Students at these grade levels need to learn creative and multifaceted approaches to research and investigation. Being able to select, interpret, judge, manage, and use information from among the wealth of general and specialized sources now available is one of the most essential abilities teachers can foster in students in preparing them both to succeed in the emerging information economy and to participate responsibly in our complex information culture.

A crucial aspect of this curriculum is that students examine information texts and evaluate information and information sources. It is important that students have abundant opportunities to draw connections and recognize discrepancies among different texts, experiences, sources, and bodies of information—for example, texts conveying information that reflects different theoretical, ideological, and cultural perspectives.

Using Language to Explore, Respond to, and Appreciate the Power of Language, Literature, and Other Texts and the Contexts in Which Language is Used

Building on their learning experiences in previous grades, students in high school learn to use and appreciate the power and artistry of language through a variety and balance of texts, including literary, non-literary, transactional, journalistic, and technical. This document defines a text as *literary* when it involves the imaginative treatment of a subject, using language and text structure that is inventive and often multilayered.

Creating or responding to literary text is an aesthetic act involving complex interactions of emotion and intellect. Experiences centred on interpreting and creating literary text enable students to participate in other lives and worlds beyond their own. Students reflect on their own identities and on the ways in which social and cultural contexts define and shape those identities. Students' experiences should enhance their understanding and appreciation that virtually any type of text can contain powerful literary expression. Students need opportunities to construct many different types of texts that draw on their imaginations and involve the use of literary language.

Creating, interpreting, and responding to literary texts are essential experiences at the centre of *ELA High School*. The curriculum focusses on personal and critical response to text; organizational and rhetorical strategies; the dynamic relations that exist between reader, author, text and other contexts—including historical, social, cultural, and economic; and the recognition and examination of multiple points of view.

The curriculum engages students with a range of spoken, written, and visual texts from the past and the present. It enables students to see the variety of ways in which human experience is rendered in and through language, and to learn about the influence of historical, social, and cultural context on texts.

Organizing Learning Experiences

The English language arts curriculum in high school offers a number of options for organizational approaches that teachers and students may select and combine in planning learning experiences for whole-class, small-group, and independent learning. It is important that essential graduation learnings and curriculum outcomes be used as reference points for planning learning experiences. It is also important that, wherever possible, learning in *ELA High School* is connected and applied to learning in other subject areas.

Organizing Student Learning

Whole-Class Learning

Whole-class learning experiences often focus on an individual (teacher or student) or on a specific group. Whole-class learning may be used effectively to present strategies, provide information or to communicate directions. This approach is often used to introduce and support other methods of instruction. For example, instructions and explanations can be given to the whole class before they begin to work in smaller groups. Whole-class learning can also be used when the entire class is involved in a common process, for example, in sharing group or individual experiences, or in planning and making decisions about a class project or other shared learning experience.

Whole-class learning activities include the following:

- questioning and discussions
- demonstrations and presentations
- modelling
- lectures
- mini-lessons
- overviews and outlines
- planning, reflection on, and evaluation of learning

Whole-class learning often involves direct communication between a speaker or speakers and an audience by making statements, giving information and directions or explaining procedures. The information and directions presented in a whole-class setting can provide students with necessary support as they progress towards becoming self-directed learners. Demonstrations, for example, provide students with both verbal and non-verbal information.

Reading aloud to the whole class allows students to see and hear others using language powerfully and eloquently. Modelling writing or demonstrating writing procedures provides opportunities for students to examine and draw conclusions about the strategies used by the teacher or by other students in the process of learning, and affirms the teacher's commitment to learning as a lifelong process.

Although large amounts of information transmitted by lecture may not always be retained, short periods of whole-class instruction, provided as the need or opportunity arises, can challenge the imagination, stimulate reflection, and develop a sense of inquiry. It can provide a forum for critical thinking and challenge students to revise and extend their own knowledge base as they encounter the ideas of others and compare those ideas with their own.

Small-Group Learning

It is important that high school English classrooms be organized to accommodate small-group learning. Through a variety of paired and small-group activities, students will have time to practise and develop their language skills. Such group work will also decrease students' dependence on the teacher and increase positive interdependence.

Small-group experiences in high school should be planned to help students learn how to interact effectively and productively as members of a group or team. As groups take on various learning tasks, students will develop and consolidate the skills, abilities, and attitudes involved in group processes. Group processes require students to

- participate, collaborate, co-operate, and negotiate
- consider different ways of going about a task
- discuss, brainstorm, react, and respond
- build on their own ideas and extend the ideas of others
- share their own expertise and employ the expertise of others
- establish group goals
- identify and manage tasks
- identify and solve problems
- make decisions
- pace projects, and establish and meet deadlines
- respect varying leadership and learning styles
- be aware of and sensitive to non-verbal communication—their own and others'
- recognize the responsibilities and dynamics of working in groups and make use of their understanding
- assess their own contributions and use feedback from the group to improve their own performance

Small-group learning experiences demonstrate to students how their patterns of learning, experience, and expertise are different from and similar to those of others. As students become more aware of their individual strengths as learners, they will become better equipped to deal with the demands placed on them by independent learning tasks.

Independent Learning

Since learning is both personal and individual, *ELA High School* allows for differences in the students' backgrounds, interests, and abilities through a curriculum that encourages choice and negotiation. Independent learning is one of many strategies teachers can use to help students to learn. Within the confines of the study of language, literature, and other texts, students will make personal choices in selecting topics, issues, and curriculum areas to explore to suit their specific needs and to help them grow toward autonomy.

Classroom time must be given to allow students to conduct their research, confer with their peers and with the teacher, prepare reports and presentations, present the results, and evaluate their progress and achievement in independent learning. Such learning experiences will help students to reflect on their own learning strategies and will promote their progress toward becoming independent learners.

Organizational Approaches

Focus	*Description*	*Teacher Role*
Issues	This approach involves active inquiry focussing on diverse perspectives, experiences, and values.	• provide a framework for inquiry and discussion • coach students in gathering/assessing information • coach students through group process • encourage variety and diversity of opinions
Theme	This approach involves the creation of and response to a range of texts focussed on a central idea.	• identify a variety of themes arising from available resources • help students choose a theme to match interests and concerns • suggest strategies for inquiry and discussion • negotiate a culminating activity and give feedback on its development
Project	This approach focusses on finding information and building knowledge through investigative techniques and processes.	• negotiate topics and task • suggest resources and research strategies • give feedback and coach students on strategies for selection and integration of information • coach students on decision making about content and form
Workshop	In a workshop focus approach, the environment is organized as a working studio or workshop, e.g. drama, readers, viewers, or writing workshop.	• negotiate a group focus and planning of activities • monitor and coach students on group process • give feedback on group and individual progress • negotiate task and criteria/procedures for evaluation
Concept	In this approach, experiences and investigations focus on a language arts concept or topic, e.g. voice, imagery, satire, symbols, archetypes, or place.	• negotiate a focus, task, and evaluation criteria • suggest resources • suggest questions and directions for inquiry • coach students in decision making and reformulation • give feedback to shape the culminating activity

Organizational Approaches *(continued)*

Focus	*Description*	*Teacher Role*
Major Texts	This approach encourages close exploration of diverse aspects of a major work (novel, play, or film) with options to extend experiences with and responses to the text.	• negotiate a focus, task, and evaluation criteria • suggest resources and issues to explore • coach students in evaluating and selecting information • encourage students to reformulate and redirect inquiry • give feedback on progress and suggest directions for development • ask questions about form and format decisions
Author Study	Explorations and investigations of specific authors may include historical and historical background information texts, and cultural contexts in which the works were created or set.	• identify a range of authors for which resources are available • negotiate focus, strategies, and task • coach students on strategies for selection and integration of information • coach students on decision making about content and form • encourage students to reformulate and redirect inquiry in response to information and emerging ideas
Historical Geographic/ Cultural Exploration	This approach centres on a range of works representing particular times, places, and cultures.	• identify a range of topics for which resources are readily available • negotiate focus, strategies, and task • ask questions and suggest directions to extend the inquiry • give feedback on ideas, information, and direction • suggest areas and issues for further development

Content

Knowledge Base

To challenge all students to develop their language abilities and knowledge base, a broad range of content is essential in *ELA High School*. The following elements of the knowledge base for English language arts are *all* essential to the development of students' competencies in English language arts and to their achievement of curriculum outcomes:

Knowledge of and Experience with a Broad Range of Texts, Spoken and Visual As Well As Written

Although it is important that students study some texts in detail, it is essential that students have opportunities to understand and enjoy texts and to explore diverse works independently. Students also need opportunities to compare the ways in which ideas and information are presented in different media. These include

- techniques of production
- interpretations
- social and cultural embeddedness and effects

Knowledge about Language Strategies

Students need to build the repertoire of strategies they use in speaking, listening, reading, viewing, writing, and other ways of representing. Activities and experiences focus on helping students to develop, select, and apply appropriate strategies in interpreting and creating various types of texts. Rather than learning a single way of approaching a language task, students need to acquire a range of strategies and to know how to choose, apply, and reflect on those that best fit the language task or situation at hand.

As students build their repertoire of strategies, they will gain confidence and facility in responding to recognizable contexts, situations, or demands. This repertoire includes

- speaking strategies such as tailoring information or tone of voice to a listener's reaction
- listening strategies such as screening out irrelevant information
- reading strategies such as scanning information texts for selected topics, looking for keys and symbols when reading a diagram
- viewing strategies such as making predictions about plot in film and TV productions
- strategies such as notetaking, webbing, and outlining to explore, record, and organize ideas and information
- writing strategies such as deleting or adding words to clarify meaning, and rearranging sections of text to improve the organization of ideas

- strategies for spelling unknown words such as using knowledge of word parts and derivations
- strategies to assist small-group discussion such as inviting other group members to contribute, asking questions to help clarify others' viewpoints, and volunteering relevant ideas and information
- research strategies such as using subject/key word/author/title searches to identify and locate resources

Knowledge about the Features and Purposes of Various Types of Text

It is essential that students have opportunities to examine and critique the properties and purposes of different texts and their social and cultural contexts and traditions. Students also need to know how to use this information as they engage in various language endeavours.

Areas of inquiry will include

- purposes: to plan, inform, explain, entertain, express attitude/ emotion, compare and contrast, persuade, describe, experience imaginatively, and formulate hypotheses
- genre: novels, novellas, poetry, plays, short stories, myths, essays, biographies, fables, legends, comics, documentaries, and films
- forms: encyclopedia entries, instruction manuals, news reporting, advertising copy, feature articles, appeals, campaign brochures, memos, résumés, tributes, eulogies, obituaries, political speeches, and debates
- structure: approaches to organizing text; particular structural patterns; and how specific genres and forms are shaped and crafted, what characteristics and conventions they share, and wherein lies their uniqueness

Knowledge about the Underlying Systems and Structures of Texts

In high school, students should extend their understanding of the processes, history, forms, and functions of language itself and of the visual and linguistic systems out of which texts are created. Aspects of study will include

- vocabulary
- grammar and usage
- spelling and punctuation
- rhetorical techniques
- stylistic devices

The Language Processes

Integrating the Language Processes

Speaking, listening, reading, viewing, writing, and other ways of representing are interrelated and complementary processes. It is important that teachers plan learning experiences that integrate all of the language processes, building on and extending prior experiences.

Drama, or publishing a school newspaper, for example, allows learners to work toward all the general curriculum outcomes by

- making connections among areas of knowledge and experience, both within English language arts and with other curriculum areas
- making critical and aesthetic decisions and choices as thinkers, speakers, listeners, readers, viewers, writers, and presenters
- developing skill and confidence in creative self-expression
- applying and communicating information and ideas in a purposeful way
- exploring and clarifying their own ideas and responses
- clarifying issues, including those that are emotional or controversial, by exploring the feelings, attitudes, understandings, and beliefs of others
- developing skill and confidence in working independently
- developing skill and confidence in working with others, in a variety of social roles and structures

Speaking and Listening

Speaking and Listening

ELA High School is based on the principle that language learning is active and social. Central to this learning process is the importance of talk (speaking and listening). Talk is the starting point and a major means of learning in the classroom. Through talk, students can express, adjust, rethink, reshape, validate, or reject ideas and information. Opportunities for talk will allow students to refine their thinking through exploration, clarification, and resolution of issues.

ELA High School will involve students in informal and formalized talk, including public forums. Building upon the cornerstone of talk, *ELA High School* will increase students language awareness and facility. Students will have opportunities to formulate and articulate oral responses to various language experiences and to enrich their oral language through reading and listening to a variety of engaging and effective texts.

Speaking and listening are the main communication modes in everyday life. Speaking and listening are essential for relating to others and for effective participation in society. Furthermore, as students develop their speaking and listening abilities, they will become more proficient in writing and reading. The interdependence of these language processes has been demonstrated both in research and practice. Both teachers and students should recognize that speaking and listening are just as important as reading and writing and of particular importance in grades 9/10.

The term *talk* integrates speaking and listening.

- Talk is the flexible interchange of ideas, feelings, and experiences created by the individuals participating in any talk event.
- Talk is the creation of verbal and non-verbal language in a social context.
- Talk includes exploration, questioning, giving of information, and the building of relationships.
- Through talk ideas are constructed and adapted.
- Talk is an immediate vehicle for mediation and resolution of conflict.
- The structures of talk are defined by the speaker's communicative ability to respond meaningfully in the context of a social event.
- Talk is one of the most powerful tools in determining and developing individual and collective relationships as well as our social positions in the world.

Talking is more than communication. We need to talk in order to express ourselves, to reveal ourselves, and to identify ourselves.

Exploratory talk is important for questioning, suggesting solutions, reflecting on experience, and sorting ideas into a meaningful order. Learning experiences will include

- whole-class discussions
- co-operative groups
- one-to-one discussion
- student reports
- creating audiotape programs
- creating video cassette programs
- performing drama
- interviewing
- storytelling
- debating

Learning experiences in high school English involve students in exploring the power and the resources of spoken English. In a supportive environment, where listening to others is expected and

tolerance for others' views encouraged, students should make use of oral language for exploration, co-operation, and communication. In such an environment, where risk taking is safe, individuals should grow more confident of their abilities, the group more supportive and tolerant of diversity. Gradually, all students should become clearer and more effective speakers as well as efficient and judicious listeners.

An overview of informal and formal talk is found in Appendix 8.

An Overview of Speaking and Listening: High School

The structure of the speaking and listening component of the English language arts curriculum in high school English will be developmental in nature, progressing from talk for the individual to the individual as participant in the conversation of the world in a meaningful context.

Grades 9/10

The focus in grades 9/10 is on the role of informal talk in social contexts. Students will have opportunities to

- build on the speech of others
- recognize varying points of view
- adapt and modify ideas through conversation
- question, elaborate, and restate
- develop skills in mediating and resolving conflicts
- analyse their experiences in the context of their roles as participants in an act of talk

For an example of what this might look like in the classroom, see Appendix 7.

Grade 11

The focus in grade 11 is on the varieties and forms of social discourse in the context of varying social events and venues. Grade 11 also focusses on the development of skills in more formal talk. Students will have opportunities to

- develop awareness of the constructive elements of talk
- develop awareness of the subtleties and power of persuasive talk
- analyse the effect of individual positioning or social biases in conversation
- develop their skills in academic talk

- examine and analyse talk in media such as film, videos, and audiotapes
- examine the structures of formal debate and discussion

For an example of what this might look like in the classroom, see Appendix 7.

Grade 12

The focus in grade 12 is on talk in the global context and the power of speech in formal contexts. Students will have opportunities to

- examine the message and the intent of formal speech
- examine and analyse how the most formal of speeches such as parliamentary debate, oratory, and press releases/conferences, create forms for persuasion
- research and formulate an academic presentation
- participate in debates on complex global issues
- analyse, synthesize, refine, and produce speeches
- lead a discussion in social contexts
- become familiar with great speeches and orators and investigate the writing of speeches

For an example of what this might look like in the classroom, see Appendix 7.

Reading and Viewing

Reading

Literature continues to play an important role in the curriculum, alongside a variety of other texts that contribute to the development of literacy and critical thinking in our multimedia culture. *ELA High School* will engage students in reading poetry, drama, and many varieties of prose. Literature selected for study should offer students a rich range of language models and demonstrate the power of language and the possibilities it offers for communicating ideas and experiences with eloquence and conviction. Such literature will also provide a source for vocabulary, idioms, images, and ideas for the students' own writing.

In a student-centred classroom, approaches to the study of literature should focus on response-centred learning. The response-to-literature strategies suggested in *ELA High School* will help students to learn to *read like a writer* and to understand the relationships among the reader, author, text, and context. Students will be encouraged to respond personally and critically to what they read, and to build upon the responses of others. In this way, learning is drawn naturally out of the students as they help each other move toward deeper awareness

and insight, with judicious assistance and guidance, as needed, from the teacher.

Reading is essentially a problem-solving process in which the reader interprets or constructs meaning from a text by applying language knowledge and meaning-making strategies, as well as personal experience. *ELA High School* requires students to read often and to read a range of texts in order to develop their abilities to read increasingly complex and varied materials. *ELA High School* should help students to develop increasingly sophisticated skills in understanding, appreciating, and evaluating what they read.

Learning experiences should help students develop a repertoire of strategies that enable them to negotiate an ever-growing array of genres, forms, and purposes. Instruction should focus on helping students to develop appropriate reading strategies for fiction and information texts, and to make appropriate cross-curriculum connections. For all students, understanding and appreciation of text are priorities over text analysis.

For students of all degrees of reading expertise, time must be made available for both intensive and extensive reading. Students should read a rich variety of texts, including narrative genres and information and persuasive texts written by traditional and contemporary authors who represent a range of cultural traditions. Students should be allowed considerable freedom of choice in reading matter and encouraged to develop and widen their own tastes in reading.

It is important that students have opportunities for tentative, exploratory reading. Reading should sometimes be an end in itself, while at other times it will lead to other activities such as discussion, writing, and drama. Students must have opportunities to reflect on their reading individually, in response journals or logs, for example, and in small-group situations in which they share insights, exchange opinions, and use dialogue and deliberation to express and discover meaning.

Viewing

The primary purpose of including viewing experiences is to increase the visual literacy of students so that they will become critical and discriminating viewers who are able to understand, interpret, and evaluate visual messages. Visual images pervade the world, and students need opportunities to study their impact and relevance in context.

Personal and critical responses to visual texts and the continued development of a sense of appreciation for visual communication are important components of *ELA High School*. Texts will include still images (such as photographs, advertising, posters, cartoons), moving images (such as film and TV), and other technological and symbolic displays. As with literature, students should have opportunities to appreciate masterpieces of visual communication.

Learning experiences will involve students in examining the role and influence of mass media and other visual arts in their lives. Students' viewing experiences should help them to develop a repertoire of strategies that will enable them to negotiate meaning from an ever-growing array of mass media. Students will investigate how various mass media and visual arts have characteristic ways of conveying ideas and will examine the complex relationships between audiences and media messages. Students will also examine the nature and value of ideas presented through mass media and visual arts. Students will interpret, analyse, and evaluate visual information and apply it to new situations.

Reading and viewing are meaning-making processes. They include making sense of a range of representations, including print, film, TV, technological, and other texts. Reading print texts has always been an essential component of the English language arts curriculum and of other disciplines and is becoming increasingly important in a complex, global, information-based, technical society.

Graphic and visual messages also exert a powerful influence in an increasingly high-tech society, and students need to learn how the form, style, and language of visual texts communicate and shape ideas and information. For this reason *ELA High School* includes experiences that help students to interpret visual texts such as illustrations, charts, graphs, electronic displays, photographs, narrative and documentary films, and videos.

The Reading Process

Reading is a dynamic interactive process of constructing meaning by combining the reader's prior knowledge with information in the text and within the context of the reading situation.

Comprehension is determined by two main sources of meaning: what the reader brings to the text and what the text brings to the reader. This is true for any reading situation, from functional to aesthetic. Comprehension of what is read can be developed only when the information to be conveyed is already partially known to the reader. In other words, the reader must possess language, information, and

experience that can be applied to the matter read and utilized to construct meaning.

Learning experiences should be planned to help students

- recognize and use any prior knowledge that is pertinent to the reading task at hand
- see reading as a conversation with text
- realize the importance of their own ideas, perspectives, and purposes in reading, as in any communication situation
- activate relevant prior knowledge and bring it to bear on the reading task, constantly predicting, reading to confirm, modify, or discard predictions
- think and talk about how they construct meaning as they read, paying close attention to the strategies they use to do so
- apply appropriate reading strategies to different situations, varying their approaches according to the nature of the text, their purpose for reading it, and their own knowledge and experiences
- articulate their interpretations and relate them to other experiences

Strategies

It is important that teachers provide focussed instruction and explicit demonstration of reading and viewing strategies and ways to apply those strategies to various texts and learning tasks in other subject areas. The reading strategies students need to develop and use include the following:

- reading and viewing with a purpose
- generating their own questions before, during, and after reading and viewing
- using and integrating a number of sources of information to construct meaning
- visualizing and imaging during reading
- drawing upon their prior knowledge, connecting new items to items in their store of prior knowledge, and reconsidering and organizing new information in relation to their own prior knowledge
- drawing upon their interactions with other readers and viewers
- drawing upon their knowledge of word meanings and ways to construct and identify words
- drawing upon their knowledge of other texts and their understanding of textual features such as sound-letter correspondence, sentence structure, context, and graphics

- predicting, adjusting predictions during reading and viewing, and evaluating predictions after reading and viewing
- effectively sampling visual information
- adjusting reading rate and approach, depending on purpose
- monitoring comprehension, focussing on meaning and checking themselves to see if they are understanding
- resolving a lack of understanding
- reflecting on the meaning of print and visual texts from their own perspectives
- considering information and ideas from alternative perspectives
- identifying important concepts and recording important information about those concepts
- reviewing and retaining needed information and concepts
- applying appropriate strategies to a wide range of texts, including print and electronic texts characterized by complexities of structure and ideas

Instruction in Reading Process and Strategies

How teachers help students explore what might actually engage them as readers is a multifaceted task. Providing a wide range of texts is part of it, allowing for varied response is another aspect, and there is still another facet more fundamental. Teachers must be knowledgeable of the reading process and must be able to articulate information about how readers read to students who are not accessing print in constructive ways.

Not all readers think, on a conscious level, about how they construct meaning from print. English teachers should help students to become aware of the strategies they already use and demonstrate other strategies that they need to apply to help them grow as readers. These strategies will be most useful if teachers have first reflected on a conscious level about how they themselves operate as readers.

Most people who feel alienated from reading feel that way because they are too focussed on the words in the text. Efficient readers hear and/or see the characters and visualize the setting while struggling readers simply see the words.

Students should be made aware of the following strategies in order to create their own repertoire of strategies that work for them:

Visualizing/Imaging

Good readers take for granted that everyone creates pictures in his/her mind as they read. Many *disengaged* readers are completely unaware that this is something readers do and that good readers do it fairly automatically. Students can be encouraged and *walked through* a process of making movies in their minds. There is no one prescription

on how to teach this strategy. The more shared experiences of reading there are, the more opportunities there will be for students to hear descriptions of the images their peers are creating. Teachers need to prompt students as they share by modelling the sorts of questions that elicit vivid visualizations. Visualizing *forces* readers to make meaning from the words on a page. When students are cued to make movies in their heads, they are led into becoming meaning-makers. This is an important strategy to emphasize and reinforce.

Self-Monitoring

Students need to recognize when they become *lost*, to be aware of when their reading stops making sense. Self-monitoring can be explained in the simplest terms to students as learning to trust their *huh? reaction*, at which time they must stop their reading and reread so that it makes sense.

Strategies include rereading from the point where comprehension broke down, paraphrasing all the way along to make the text their own, hearing their own voice in their heads, jotting notes in their own style, and illustrating their own understandings.

Teachers should speak very directly to students about what reading is and is not. It is not reading page after page and chapter upon chapter of an information text, expecting something to be absorbed. Nor is it reading a novel, expecting technicolour inspiration and relevance to be built in. Reading demands *engagement*. Disengaged readers often assume that their presence is all that is required; they view reading as a passive activity. It is this lack of understanding of what makes the process work that keeps them alienated from reading. Many weaker readers are puzzled by the fact that they read pages of words fluently, yet do not understand the concepts and do not remember the ideas.

Reading is an active process at all stages. It is what happens between the reader and the text when a reader is actively involved. Meaning is constructed within the individual from the interplay between the words or images on the page/screen and what is in the reader's mind. A reader makes connections, interprets, visualizes, all in his/her own unique way, based on prior knowledge and experiences. Classroom talk, modelling, and a range of shared reading experiences assist disengaged readers to reassess their prior assumptions about their own role in the process. With new knowledge of the process and a relevant text in their hands, their likelihood of engagement is heightened.

There is a maturity quotient working as well with *new* readers at the secondary level; some seem *ready to read* for the very first time. These students require significant support both within and beyond the regular English language arts classroom.

Predicting

Class- and/or small-group discussions expose the disengaged reader to the inner dialogues of readers who are engaged. As avid readers share their involvement in books, as they think-aloud, predict, and wonder about what they are reading, their more reluctant peers often *pick up on* what others do in their heads. Teachers may choose to structure assignments for and/or direct questions to those students who are not thinking beyond what is given in print.

Think-Alouds

Teachers should demonstrate through think-alouds what they do as they read passages from particular novels or information texts. The teacher chooses a relatively short text but one with some challenging parts within it. As the teacher reads the excerpt aloud, the students follow along. The teacher interrupts her reading to make predictions, describe the pictures he/she is forming, share analogies/links to prior knowledge, verbalize confusing points, and demonstrate the strategies he/she uses to correct comprehension difficulties.

Students are asked to add their thoughts to the teacher's meaning-making process. After several experiences with the teacher modelling the process, students are asked to practise with partners their own think-alouds. Finally, students are asked to continue the process independently, using their own school materials of various types and lengths.

Making Decisions about Words

Students who experience difficulty reading often rely on a single strategy rather than choosing from a repertoire of strategies. They need to be shown that, in different instances, efficient readers choose one strategy over another. It is important that teachers model for students the decision-making process that readers go through at the word/sentence level.

Students need to see that there are times when it is appropriate to leave words out, to substitute words, to guess at words and self-correct those guesses, to look words up in the dictionary or to ask someone. They need to be shown why and when one strategy works better than another. This strategy teaching can best be done through one-to-one shared oral reading experiences.

Supporting Students' Development as Readers

To make students enthusiastic, lifelong readers, it is not enough to equip them with an arsenal of reading strategies. Teachers must create opportunities for students to select texts they want to read and to share their learning and enjoyment with others. Modelling desired behaviour and attitudes, the teacher should read with the students, occasionally reading aloud to them so that they can enjoy the beauty and the power of language.

Teachers need to assess the degree and kind of support necessary to help learners build and broaden their knowledge base for comprehending and interpreting written and visual texts. A high level of interest in the subject matter can make difficult texts accessible to eager readers and viewers; many students, however, will need help in coping with complex and sophisticated texts and tasks.

Students should realize that even the skilled reader experiences difficulty from time to time, whether because of limited prior knowledge, unfamiliarity with helpful strategies, or poorly written text. Through informal questioning or the use of analytical techniques such as cloze procedure and miscue analysis, the teacher can help the student identify a specific difficulty at hand. Reading difficulties should never be treated as evidence of a shameful deficiency. Recognition of the nature of the problem is the first step towards its solution.

Students must be helped to feel secure when reading: they must feel safe enough to hazard a guess, to make mistakes, to correct themselves without fear of failure or ridicule. Readers who have been made anxious and insecure in their reading are greatly hindered in their progress. Since a student's self-concept and reading ability are closely related, reading activities must be designed to establish and reinforce in the student a positive self-concept, one marked by self-respect and openness.

Valuing Reading

When they find text is stimulating and inspiring, students have a compelling reason to read—to satisfy their curiosities, to answer their own questions, to fire their imaginations. It is important that students engage in activities that emphasize the joy as well as the usefulness of reading, to read for the lived-through experience as well as for information.

Students' lifelong concepts of the function and value of reading are shaped by the reading they do in school. Thus students need to

learn not only *how* to read (in the traditional sense of skills and strategies), but also *why* to read. Students bring to their learning diverse experiences, interests, ideas, problems, worries, and attitudes, all of which preoccupy them. If the text touches on some of their preoccupations, then students have a reason to read: they will read because they are interested in themselves.

It is crucial that teachers provide students with opportunities to read widely for a variety of purposes in a variety of contexts, demonstrate what it means to be a reader, share their own responses to reading experiences, and consistently display the attitudes and values of reflective readers.

Responding to Text

Because the fluent reader constructs meaning by interaction with the text in a personal and individual way, a response-based approach is more compatible with the nature of the reading experience than is the answering of teacher-made or textbook questions. Articulating response to text increases the reader's understanding of the text.

Personal response fuses talking, reading, viewing, writing and other ways of representing in an integrated and interactive process. By talking and writing and in response to text, students become engaged in the underlying processes of composing and comprehending. The use of reading conferences, response journals, dialogue journals, listening logs, and booktalks guides students to wider reading and more reflective writing. Personal response to text should include dramatic interpretations as well as expressive and exploratory talking and writing.

Critical response helps students see themselves as free to agree with the text, to accept only parts of the text, or to actively disagree with it. Thinking critically about text will help students to recognize and evaluate human experience as well as the text in which those experiences are represented. Learning experiences should provide opportunities for students to think about and question their own and others' perspectives and to assume a critical stance towards events, circumstances, and issues.

Encouraging Response

The teacher's role with all students in a response-based classroom is to elicit the fullest responses from students that they are able to give. The teacher must have high expectations for all students. Some students may need more support than others and may be drawn deeper into discussion through requests to explain more, to elaborate, and to share more fully. Teachers should provide positive feedback to even very

brief responses if the content reveals genuine effort and thoughtfulness. There may be one thread attesting to personal interpretation and understanding, and from there the student can be encouraged to expand his/her insight.

Providing students with choices about ways to respond brings forth better efforts than limiting their mode of response. Impressing upon students that they may choose the way to express their best efforts (their personal best) allows them to see that the teacher has confidence in their individual styles. Similarly, providing students with multiple opportunities to revise expressed thoughts, be they oral or written, minimizes fear of failure. Students should continually be in the process of creating, evaluating, and revising their own responses through reflection upon their own and others' responses.

Teachers and students should recognize that silence may be a valid form of initial response—reflection takes time. Possible ways to respond include the following:

- dramatization
- drawing or illustrating
- writing a poem, a song, a script
- finding other related pieces on a theme/topic
- writing an entry in a response journal
- researching background information

Strategies for providing support include the following:

- pausing during read-alouds to invite response
- inviting students to retell/dramatize a story that others may not have understood so that all can then be on the same ground for discussion
- making posters of terms used to talk about text—for example, metaphor, symbol, plot, irony, voice, point of view
- providing opportunities for small groups of students to create maps/outlines/sets of questions to be used as tools to construct meaning from text
- providing students with words that might trigger response: boredom, laughter, longing, horror, hope, fear, despair, tension, imagining, affirmation, etc.

Students need to be rewarded for effort and participation because response is risk taking for them. The teacher's role is to help students feel secure in their own response and interpretation by validating their responses and communicating to the class that people differ in experiences, in their concepts of things, and in their attitudes and interests. In this way, all responses become equal contributions.

Writing and Other Ways of Representing

Writing and other ways of representing ideas and information can take many forms. With the ever-increasing integration of electronic media, clear divisions between the processes of representing and writing are becoming difficult to define. With access to quality visual text provided by electronic technology, the ability to create in multimedia has become an important element in the development of literacy.

Students participating in a meaningful English language arts curriculum need to have exposure to numerous models of writing and representing. They also need a range of experiences in creating products for a variety of purposes in different forms of expression.

Writing

Writing is a complex process that involves the processes of thinking and composing, the consideration of audience and purpose, the use of standard written forms, and the use of conventions of written language. The writing process as a learning strategy will be fundamental to the students' learning in all aspects of *ELA High School*. Students will have many opportunities to use writing as a tool for learning—for example, as a means for gaining insight, developing ideas, and solving problems.

Learning activities should build on writing experiences gained in prior grades. It is important that students have opportunities to write in many modes with genuine and varied purposes for real audiences—sometimes, only for themselves.

Although the process of writing is discursive rather than linear, it has general identifiable stages: prewriting, drafting, revising, editing, proofreading, and publishing. In planning learning experiences, teachers should recognize that the ways in which individual students work in and with these stages will vary. Instructional time must be made available for students, with the help of the teacher and their peers, to take at least some pieces of writing through all stages of the process.

In crafting their work, students must have structured opportunities to seek response and assistance in conferences with the teacher and their peers. Focussed discussion in such conferences is one of the most important parts of the writing process in helping students to adjust, clarify, and extend their thinking on specific aspects of writing.

Students need to have opportunities to write, not only to be read by an audience, but also to be presented orally to an audience—for example, in the form of monologues, speeches, plays, or seminars. Students need to become increasingly aware of how the competence, style, intent, or interpretation of the speaker can enhance, diminish, or change the meaning of written text.

Instruction on the conventions of written language should provide students with sufficient knowledge to revise and edit their writing for clarity, precision, and correctness. Instruction will also focus on how to manipulate conventions to achieve a particular effect or impact. Learning experiences will help students to understand how to match language and style to purpose, audience, and situation and to identify and meet the different demands of speech and writing.

As students move toward full membership in the community of writers, they will become less dependent upon the teacher: they will feel a sense of achievement in their work, be able to reflect on their writing more knowledgeably, and will take responsibility for their own personal growth as writers.

Students should keep individual writing folders, tracking their own progress as they become more mature and competent writers. Assessment must be ongoing throughout the writing stages, not only to provide a guide to the students as they progress, but also to confirm the importance of each stage in developing a final product of quality. Students will be required to select from their writing folders representative pieces to include in a writing portfolio for assessment purposes.

Essential Experiences

The English language arts high school curriculum provides writing experiences in which learners

- use expressive, transactional, and poetic writing
- have regular opportunities to write for reasons stemming from their own interests and needs—on topics that they find meaningful, such as their own concerns and experiences
- make decisions about the form the writing will take, what information they will include, and the readers and listeners with whom they will share their writing
- make decisions about the pieces of writing they will put aside and those they will shape through several drafts
- have frequent opportunities to write in the first person
- write *in role* to explore others' perspectives and voices
- develop an explicit knowledge of their own writing process for particular tasks

- develop an understanding of the conventions of written language and the appropriateness of their use
- make use of a range of conventions in creating texts for different audiences and purposes
- over time, make a collection of various pieces of writing and talk about their writing goals, progress, and achievements

Writing may emerge naturally and purposefully from any starting point, for example, in reaction to a point argued in class; in response to music, drama, poetry; in imitation of a model piece of writing.

What is often productive use of good ideas and interesting prose is to invite students to rewrite the ending of a short story, remaining true to the characterization, action and/or the style of the original. The teacher reads all but the last few paragraphs of this story, and the students, independently and in pairs, write their versions of the ending. Later the class will look at the alternative endings, including the original, trying to decide which one is the most effective and why. Not only does this assignment require careful listening to the reading of the original story, it also gives the student a solid base on which to construct an ending (complete freedom can be paralysing to student writers) and will call on the critical judgment of classmates as they argue the relative merits of proposed endings.

Expressive, Transactional, and Poetic Writing

Expressive writing explores one's own experiences through experimenting with forms and words, catching a thought before it is crowded out by others, recording events important to oneself. In the classroom setting, sustained silent writing and journal writing are opportunities for personal writing. Writing for oneself is exactly that: it is not to be shared without permission, corrected by others, or held up for scrutiny.

Writing helps learners not only to explore and express their feelings and ideas but to rethink, reassess, and restructure them. Using writing to learn, as a thinking tool, is an important component of an English language arts program and of other disciplines. It is important that teachers provide abundant opportunities for students to use expressive writing.

Transactional writing is impersonal and structured. The writing is intended to accomplish a specific task for an intended audience. Transactional writing includes directions for games, recipes, or activities; recording and reporting on science and social studies; general narratives, letters of inquiry, rules, petitions, editorials, and arguments.

Poetic writing is writing that is a carefully patterned arrangement of the author's feelings and ideas. Poetic writing includes stories, poetry, songs, and play scripts. The writing can stand alone as a work of art.

Students should be given many opportunities to engage in expressive and poetic writing as well as in transactional writing to ensure a well-rounded program.

Process

Writing is a process through which writers constantly hypothesize, rethink, and revise. In the beginning, writers may have only a general idea of the purpose for a particular piece of writing. As they write, ideas are gradually refined and such factors as form, audience, and conventions are taken into consideration. Writers constantly write, revise, and rewrite. Teachers can encourage and support writers throughout the process.

Students follow individual routes in their pursuit of writing competence. This competence is developed principally through the purposeful use of writing, not through exercises divorced from context. Competence is developed through writing that originates in some personal purpose rather than through exercises based on technical concerns.

Writing, reading, talking, and planning are essential for generating ideas and building upon prior knowledge. Teachers should encourage writers to discuss their initial ideas, to read or explore resources, and to develop a tentative plan for implementing their ideas.

Revising and editing are opportunities for further thought and clarification—not merely the ritual of recopying the text and correcting mechanical errors. An understanding and appreciation of paragraphing, variety in sentence structures, syntax, spelling, punctuation, and word order and usage lead to the improvement of individual style. Students should use the simplest words appropriate to the meaning; construct clear, easily understood paragraphs; enhance accurate, factual information with vigorous, effective writing; and avoid obscuring meaning by breaches of spelling and language conventions.

When proofreading and polishing pieces of writing are important to their purposes and audience, students should review writing line by line, often reading aloud, to make sure that each word,

each mark of punctuation, and each space between words contributes to the effectiveness of the piece of writing.

As problems arise in their writing, students will need guidance in specific areas. At any point in the process of writing, students may need to confer with the teacher or with peers, or to consult reference works.

Characteristics of an Effective Writing Program

It is important that teachers write frequently with their classes, demonstrating the processes involved; discussing the specific purpose, the form, and the intended audience for the writing; and reinforcing students' understanding that writing is not a linear process, but a recursive one. Understanding the stages involved in developing various pieces of writing helps students to become independent writers and to transfer this knowledge to different kinds of writing. Teachers should structure frequent opportunities for prewriting, drafting and redrafting, revising, editing, and proofreading. The amount of time spent on each activity should be determined by the nature and purpose of the writing task as well as by the students' maturity and experiences.

Students will be expected to demonstrate increasingly complex levels of thought and imagination, as well as increasing fluency and competence. While the creation, exploration, and communication of ideas are paramount, teachers should plan learning experiences that promote students' growth as capable and confident writers who recognize the need for legibility, precision, and clarity of expression, and who can manipulate the language, forms, structures, and conventions of writing to suit various writing tasks.

Supporting Students' Development as Writers

Learners need frequent opportunities to select their own topics, to write for real audiences, to make decisions about content and style and form, and to use writing for purposes that are real and important to them. When writers write in a context that has personal significance, they reach for the necessary skills to explore both content and form.

Learners need to write in a positive, supportive environment so that they feel free to explore and experiment with a variety of forms and structures. They need to talk about and discuss their work, to share ideas in the initial exploratory stage of writing, to share their work in progress, to get feedback and revise accordingly, and to take responsibility for editing and proofreading. Good writing occurs in the completion of real tasks, in the pursuit of real goals. Writing for an audience with whom the writer genuinely wishes or needs to communicate tends to improve motivation, performance, and quality.

Responding to students' first-draft writing provides opportunities for teachers to focus on meaning, content, and ideas; to encourage risk taking with structures and techniques; and to model questions and comments that help writers to clarify their ideas, consider their options, and move ahead with their writing.

Whatever the technical proficiency of a student's writing, the teacher's primary response should be to meaning; response only to surface features of writing implies that meaning is less important than mechanics. The conventions of written language are important, but they should not eclipse meaning as the focus of writing.

Teachers should provide students with focussed instruction in specific skills, strategies, and techniques appropriate to the needs of the individual. Instruction focussed on the conventions of written language (including usage, spelling, capitalization, and punctuation) should occur in appropriate contexts of meaningful activities, including the editing and proofreading phases of formal writing, related mini-lessons, and the analysis of engaging literature and language models.

Other Ways of Representing

ELA High School recognizes the importance of giving students options that allow them to approach their learning and knowing in ways that will allow them to unlock their full potential. The course offers students a range of ways to create meaning. Forms and processes of representation students use to explore and communicate their understandings include, in addition to spoken and written language, visual representation, drama, music, movement, and multimedia and technological production.

Drama is an important component of *ELA High School*. Learning experiences will focus on the examination, development, and articulation of students' thinking on a range of issues and will include role-playing and skill building. Language and literature can be approached through drama. Students should also have opportunities to develop their skills in using language to accompany music and movement. Experiences may integrate drama with other media in the writing and crafting of productions, for example, the scripting of a dramatic production specifically for videotaping.

Other Ways of Representing: Creating Multimedia and Visual Texts

When students are exposed to a variety of forms of expression, they have the opportunity to select ways other than print texts to express themselves and their thinking. Students need to be exposed to numerous media and visual texts. Through the examination of different forms of media, students can refine their thinking about the intent of the maker and the medium and the construction and genres or forms of media expression. Media texts can be viewed in the context of meaning, technical construction, issue, or historical perspective.

Students need opportunities to create meaningful expression in visual, media, and multimedia texts. These texts may take a variety of forms including

- video or film—TV or film drama, TV documentary, storyboard, animation framechart
- sound/voice presentation—radio interview, news item, documentary, play
- photography—audiovisuals, photo-essay, photo narratives
- illustrated text—figurative and literal interpretations
- painting, sculpture, collage, drawing—independent of written text

Students also need opportunities to

- reflect upon their experiences with media texts—independently or collaboratively in small-group discussion immediately after viewing a model
- reflect upon their own processes of creating media texts both during and after construction of their products so that reflection becomes a natural and integral part of the process of creating
- document their creative processes
- document developments in the construction of text
- experiment with different forms of documentation—sketch books, journals, videos, audiotapes, computer products

It is essential that students have opportunities to work collaboratively as well as independently in planning, constructing, and reflecting on their representation of ideas. The construction of a multimedia product or event is particularly well suited to the collaborative development of ideas, vision, and products.

Static visual text merging with word text has always been an important component in the development of texts. In literature, visual text has been used to support the written text. In other forms of texts—such as pictorial histories, books on art, photography, and manuals—the words support the static visuals. Readers adjust their reading pace as they move between words and images. Students who are familiar with numerous forms of texts can understand and construct text that integrates the static visual and written text to communicate.

In the making of non-static or moving text—for example, videos, films, TV—the writing of the spoken or written text plays a supportive role to the visual imagery. In drama, the text is spoken or sung, but another element is added—two-dimensional moving visual text. As in the writing of print text, the visual construction of film has rules of convention, genres, and limitation of construction.

Through multimedia construction, students can become aware of the qualities and conventions of non-static text of computers, TV, and film. By making a product in multimedia text, the student becomes an author in a medium other than print. Through this process, students broaden their understanding of the manipulative qualities and the limitations of a particular text.

Many of the conventions of TV and film have their roots in traditional drama and storytelling. It is important that students explore and construct a range of texts—teledrama, comedy, newscasts, for example—to make connections among the various texts and to discover what conventions apply specifically to the particular medium.

The layering of audio, visual, and print text is becoming increasingly important in the production of forms of communication. The curriculum should include experiences in which students interpret, examine, and construct such texts and evaluate the effectiveness of layering audio, visual, and print text.

The Role of Literature
Rationale

Literature plays a vital role in the English language arts curriculum. Literature shapes our conceptions of the world and is an unlimited resource for insights into what it is to be human.

- The primary value of reading literature is the aesthetic experience itself—the satisfaction of the lived-through experience, the sense of pleasure in the medium of language, the complex interaction of emotion and intellect as the reader responds to the images, ideas, and interpretations evoked by the text.

- Literature provides a unique means of exploring the spectrum of human experience. It offers students the opportunity to experience vicariously times, places, cultures, situations, and values vastly different from their own. The reader takes on other roles and discovers other voices. Absorbed in a compelling book, students may, for a while, rise above immediate concerns, losing themselves in other identities, living through strange adventures, wandering roads long vanished, and entering worlds that never were. Transcending the limitations of personal life experiences, they can try on new personalities and philosophies.

- In literature students can see reflections of themselves: their times, their country, their age, their concerns. Literature helps students to give shape to their own lives and to tell their own stories as they participate in the stories of literature and in conversations about those stories. Such conversations help students to discover, for example, how their own ideas—of friendship, love, hate, revenge, envy, loyalty, generosity, identity, ethnicity, *otherness*, alienation, brotherhood, sisterhood, honesty, dishonesty, hope, despair—are similar to or different from those of others. Identifying and assessing the ideas and values inherent in contemporary, adolescent, regional, national, and world literature helps students to explore, clarify, and defend their own ideas and values.

- Wide reading of literature provides exemplary models for students' writing as they internalize the structures and conventions of particular genres, get ideas for themes and topics, and notice interesting techniques they can try out in their own writing. Reading literature helps students to develop a sense of the importance of craft and awareness of audience in their own writing.

Key Concepts

In this curriculum, literature is offered as a live tradition that students can enter into and renew, rather than as a fixed body of information about specific texts, authors, and terminology. Literature is experience, not information, and students must be invited to participate in it, not simply observe it from the outside. Students should be encouraged to experience literature, allowing it to stimulate images, associations, feelings, and thoughts, so that the literature becomes personally significant to the students.

While it is important that learners study some works in detail, a key aspect of the curriculum is that students select and explore diverse works independently.

Students need opportunities to reflect on the great issues of literature—which are likely the great issues of life—both to give them pleasure and to extend their understanding. Small-group discussion can foster students' insights into varied readings and perspectives, deepen their capacities to respond to literature, and sharpen their powers of analysis. Students should be encouraged to talk to each other about their readings and analyse them together.

Knowledge of literary terminology and techniques is never an end in itself—to identify figures of speech and label literary forms is pointless unless it serves a larger purpose. Knowledge about the features of various types of texts can enable students to evaluate the effectiveness of the use of a particular technique in a specific circumstance, to appreciate the richness of the resources of language, and to grow increasingly confident in their abilities to make valid critical and aesthetic judgments. The focus should be on investigating technical elements in order to deepen students' understanding as they think and talk about their interactions with texts.

Meaning is central to literature study. Knowledge of genre, for example, develops from and supports the search for meaning. In exploring the features of various genres, teachers should keep in mind that their purpose is not to teach the technicalities of genre analysis, but to bring students and texts together in intellectually and emotionally productive ways.

Selecting Literature

This curriculum offers students many and varied opportunities to experience and respond to a wide range of literature, enabling them to

- construct and elaborate upon their own interpretations
- understand that the world of the text and the world of the reader intersect in complex ways
- increase their awareness of form and technique

- appreciate the range and power of language
- speculate on the nature and the use of language as a medium of artistic expression
- extend their personal, aesthetic, and cultural awareness
- develop as critical readers, writers, and thinkers
- develop a lifelong habit of reading as a rewarding leisure-time pursuit

The broad range of literature read and studied in high school English language arts encompasses classic and contemporary texts in a variety of genres, including poetry, plays, novels, short stories, essays, biographies, and autobiographies. This range should

- include texts that deal with issues and ideas related to the students' experiences and their evolving understanding of themselves and the world—texts that students perceive as relevant to their own lives such as adolescent literature
- balance traditional works with more contemporary ones, including works that bring new or previously neglected voices into the classroom
- allow students to explore their own and others' cultural and literary heritage
- offer perspectives that contrast and conflict with students' own experiences and invite them to reflect critically on alternative ways of knowing and being
- include works that can be paired to provide for intertextual connections

Learning Experiences

Students need learning experiences that emphasize

- developing their own strategies for and approaches to the reading of literature
- discussions that begin by engaging each student in an extended exploration of his/her own ideas, developing those ideas by comparing them with the views of others
- their abilities to develop and defend their interpretations of literary selections
- juxtaposition and comparison of texts that have some elements in common—for example, the same author, from the same period, on the same theme, in the same genre

Learning experiences should help students to

- connect the way they read to the way they write
- learn about the concerns and issues that cause people to read
- learn about the concerns and issues that cause people to write
- respond to literature and ponder their own and others' understandings

- explore the cultures of the community of readers in the classroom
- read the writer in a cultural context and understand themselves as culturally situated readers

The ways students are asked to respond to literature in school influence their development as readers, writers, and thinkers as well as their enjoyment of reading. In their response to literature, students can develop their abilities to think imaginatively, analytically, and critically. The response approach to literature invites students to explore

- themselves
- the content of the work
- the culture of the writer
- the ways in which the writer has shaped and refined language in order to make the reader respond

ELA High School requires both personal and critical response to literature and offers students choice in both modes of response and selection of texts. These elements of choice and decision making are important in fostering both creative and critical thinking.

Personal responses, including spoken, written, and dramatic interpretations, are an important component of literature study. Personal responses focus on the students' perspectives on the text and on the reading experience.

Critical response is the other half of the reader-text transaction, developing students' understanding of what the author brings to the reading experience. Critical response focusses students' attention on the text, requiring analytical and critical thinking about the writer's craft and ideas. Critical response requires students to evaluate the text. Learning experiences involve students in

- thinking about how texts are constructed and how texts position them
- interrogating their own experiences
- questioning the validity of the text from the perspective of their own realities and experiences
- exploring issues underlying text

The Role of Drama

Rationale

Drama can be a powerful medium for language and personal growth and is an integral part of the interactive high school English curriculum.

- Drama is an art. In drama, students draw upon their expertise in all modes of communication and use dramatic skills and the power of metaphor to enter the world of the imagination to create, entertain, and enlighten. Drama is a form of artistic expression, deeply embedded in the oral tradition of every culture. It leads students to a deeper appreciation for the arts and helps them to understand how they construct and are constructed by their culture.

- Drama provides opportunities for personal growth. Students can choose from a range of forms of dramatic representation to clarify their feelings, attitudes, and understandings. With opportunities to develop and express their ideas and insights through drama, students grow in confidence and self-awareness.

- Drama is a social process in which all students can work together to share ideas, solve problems, and create meaning. Students extend their experiences with a variety of social interactions, which continue to be part of their daily lives, by practising the skills of collaborative interaction and by recognizing and valuing the feelings and ideas of others, as well as their own. Students come to recognize how reactions and relationships are dynamic, rather than static.

- Drama is a process for learning. Drama engages all learners by building on the uniqueness and diversity of the experiences of individuals. Students have opportunities to acquire and synthesize learning in all curriculum areas. Learning experiences in drama illustrate a powerful application of what is known about how we learn and how we can best teach.

Drama vs. Theatre	The essential distinction is that, in theatre, the dramatic representation is intended to be viewed by an audience and is, therefore, characterized by the need to communicate with others and a consideration of their responses, whereas in drama, the purpose may be to explore, to clarify, or to develop ideas, issues, or emotions.
Role vs. Characterization	Being in role means representing the attitude or point of view of someone else, in all aspects of thought, emotion, memory, speech, and action whereas a characterization focusses on representing the significant aspects of a character.
Text	In drama, the range of language events can be much more than words (including their tone and inflection) and should be taken to include gesture, facial expression, and body language.

Key Concepts

Learning in drama is not sequential; this has two implications for curriculum planning: first, students of all ages can engage in similar drama activities and, second, the skills are interrelated and interdependent. In *ELA High School*, the drama processes with which students are involved are

- improvisation
- role and character development
- movement
- voice
- presenting and staging
- script writing and responding to scripts
- analysis and application of key elements of dramatic narrative, including, for example, purpose, imagery, motif, motivation, mood, place, tension, pace

Learning Experiences

At each grade level, drama experiences should be extensions of previous experiences. While these experiences may vary, they have some common elements: students need to

- work co-operatively
- assume roles
- make creative use of personal experience
- offer and accept feedback
- shape and refine their work

Learning experiences are organized into three groups:

- role-playing
- skill building
- performance and working with scripts

While experiences in all three groups can be used in grades 9/10, 11, and 12, role-playing is a focus for grades 9/10, skill building for grade 11, and performance and working with scripts for grade 12.

A list of *learning experiences appropriate for each grade level* can be found in Appendix 10.

Overview of Drama Experiences

Grades 9/10	*Grade 11*	*Grade 12*
Students will engage in drama activities that work toward the speaking and listening outcomes as well as some outcomes from the other English language arts processes.	Students will engage in drama activities that work toward the viewing and representing of outcomes as well as some outcomes from the other English language arts processes.	Students will use drama activities to work all of the outcomes, especially reading and writing outcomes.
Drama activities will focus on the examination, development, and articulation of students' thinking on a range of issues related to themselves, their relationships with others, and their experiences and feelings.	Drama activities will focus on analysis of and response to media, drama, and other texts.	Drama activities will focus on response to texts, considering purposes, ideas, images, and strategies. Drama activities will also provide opportunities for students to develop and apply insights and skills in creating texts and dramatic events.
Many strategies will be based on role-playing and skill-building learning experiences.	Many strategies will be based on skill building and working with scripts.	Many strategies will be based on working with scripts
Appropriate experiences include	*Appropriate experiences include*	*Appropriate experiences include*
• mantle of the expert • hot-seating • interview • improvisation • theatre games • masks • tableau • mime • storytelling	• theatre games • debate • interview • choral speaking/Story Theatre • puppetry • dance • song • ritual • ceremony • hot-seating • video theatre • radio theatre • meetings • production meeting • re-enactment	• collective creation • production meeting • scripts • response journals • the moment before • before-beside-beyond • anthology • artifacts • actor's/director's book • design • video or radio theatre

A Note on the Role of Information, Media, and Visual Texts

Today's students live in an information and entertainment culture that is dominated by images, both moving and static. Information, visual, and media literacy are critical elements of high school language arts. They have a significant role to play in helping students to select, assimilate, evaluate, and control the immense amount of information and the diverse messages produced every day in a complex information and entertainment culture.

Information Literacy	the ability to access, interpret, evaluate, organize, select, produce, and communicate information in and through a variety of media technologies and contexts to meet diverse learning needs and purposes
Media Literacy	the ability to understand how mass media, such as TV, film, radio, and magazines, work, produce meanings, are organized, and used wisely
Visual Literacy	the ability to understand and interpret the representation and symbolism of a static or moving visual image—how the meanings of the images are organized and constructed to make meaning and to understand their impact on viewers

The Role of Media Literacy

Rationale

Media study is relevant to students. Media literacy deals with the culture and lifestyle of students. Students enjoy thinking and talking about media productions. For teachers, it is an opportunity to have students examine how they are influencing and being influenced by popular culture.

The media is a major source of information. Young people are increasingly getting their information from mass media sources such as magazines, TV, and Web sites. For teachers, media literacy is an opportunity to examine the reliability, accuracy, and motives of these sources.

Media study allows students to investigate issues of power and control. Mass media information, more and more, is being consolidated into the hands of a few people. There are relatively few decision makers or *gatekeepers* to decide what and who gets heard. Local information is often overlooked because it is expensive to produce compared to buying a prepared article, broadcast, program, or newsgroup. For

teachers, media literacy is an opportunity for students to investigate issues on a local level in relation to the wider world.

Mass media is usually produced somewhere else for general consumption. It rarely reflects the culture of smaller groups of people. This is especially true in Canada because of our geographic proximity to the USA and its huge media production capacity. It is necessary for young people to *see themselves* and *hear their own voices* in order to validate their culture and place in the world. For teachers, media literacy is an opportunity to encourage young people to find ways into the discourse and decision making that are affecting the world that they will live in. A major part of this endeavour is producing their own media and finding ways to get it to an audience. The mass media can then become a pathway from the local level and a means of personal influence in the wider world.

All forms of media have format and structures that are identifiable and open to critique. When media products are well produced they can contribute to students' aesthetic awareness. For teachers, media literacy is an opportunity for students to understand and recognize quality in media productions and thus become informed and demanding consumers of the media.

Key Concepts

The key concepts provide the framework for designing activities for a media literacy curriculum. These concepts are often organized or stated in different ways, but the intent is similar. For example, there may be some confusion about the interchangeable use of the terms media studies, media education, and media literacy. For the purposes of this document, the term media literacy will be used. It is wise to note, however, that media literacy is a cross-curricular area of study.

- Media is produced by people who are following a format for a purpose.
- Media present a construction of reality.
- Media consists of narrative with identifiable texts.
- Audiences interpret the meaning of media texts individually.
- Media has commercial implications.
- Media contains the ideological and social messages of the dominant culture.
- Media both influences and is influenced by the social/political structure in which it operates.
- The codes, conventions, and characteristics of media influence the content it produces.
- Media has an aesthetic quality and style that can be critiqued.

Media literacy is a form of critical thinking that is applied to the messages being sent by the mass media. Therefore, media literacy is more about good questions than correct answers. Media-literate people become self-filterers of the messages of the media. Here are key questions for discussion in promoting media literacy:

- What is the message?
- Who is sending the message?
- Why is it being sent?
- How is the message being sent?
- Who is the intended audience?
- Who benefits from the message?
- Who or what is left out of the message?
- Can I respond to the message?
- Does my opinion matter?
- Do I need the information?

Learning Experiences

Teachers need to plan learning experiences in which students
- develop and apply strategies for accessing information
- access and interpret data, information, and ideas from a variety of information sources
- select information from numerous texts from a critical perspective
- evaluate the reliability of information
- develop a range of transferable skills and strategies that they can apply to their learning in other areas of the curriculum

Experiences in *ELA High School* should balance student involvement in both personal and critical response to media texts and the production of their own texts in a range of media. It is important that teachers plan learning experiences that

- relate language and literacy development to the media-intensive environment in which most students participate
- integrate visual media with other dimensions of the curriculum
- include hands-on activities involving the creation of media products

Experiences in the *ELA High School* should give students access to a wide range of visual images and provide them with opportunities to respond to the visual imagery of numerous texts in a variety of media. It is important that teachers plan learning experiences that

- integrate visual imagery with other elements of the curriculum
- involve students in the critical examination of the symbolism of visual images
- encourage students to question the validity of the purpose of visual imagery in the texts they read and view.

Many teachers are intimidated by the scope of media literacy and media education. It is not necessary to have a complete curriculum before starting. Indeed, most media literacy teachers have started with one small activity and gradually expanded it. Students should be encouraged to develop their own ideas and do their own investigating and producing of media products. Because of the pace of change in an expanding communication industry, teachers will have difficulty assuming an *expert* role; it is important that teachers not be intimidated by the technology. The media world is one in which most students are very comfortable; this can be an advantage if the teacher encourages reflection and examination of media without being negative or critical. Some media productions may be hard to experience, even shocking, and these issues can and should be debated and critiqued in class by students. Teachers should try to lead the process rather than impose their own values. Teacher expertise and knowledge of students' beliefs and values as well as those of the larger community will help to determine what issues are appropriate.

A list of Media literacy learning experiences can be found in Appendix 9.

A Caution About Copyright

Currently, it is an offence to use most materials from the mass media in the classroom without the permission of the publisher or distributor. A new copyright law has just been passed in Parliament. Teachers should familiarize themselves with this law as it applies to educational use of mass media in schools. There are some avenues that educators can pursue regarding the classroom use of media materials. *Cable in the Classroom* contains a listing of copyright-cleared TV programming available through local cable companies. This magazine lists the times of programs and includes lesson plans to accompany some programs. It is available from the cable companies for a fee. Some movie distributors offer copyright-cleared packages of movies for a yearly fee. Many newspapers offer excellent teaching packages along with copies of the newspaper for a small fee. Some TV programming for young people has already been copyright cleared for teachers, such as *Street Sense* and *YTV News* (which also comes with an excellent teacher's guide and lesson plans). Most computer programs and sites available in schools have already been copyright cleared. Teachers can also assign activities to be done at home by the students and brought to school. It is also possible for teachers to write directly to TV stations and ask for personal copyright clearance.

The Role of Critical Literacy

Rationale

Critical literacy is the awareness of language as an integral part of social relations. It is a way of thinking that involves questioning assumptions; investigating how forms of language construct and are constructed by particular social, historical, cultural, political, and economic contexts; and examining power relations embedded in language and communication. Critical literacy is based on an awareness of the diversity of values, behaviours, social structures, and their forms of representation in the world.

Our students live in a world of intense social and cultural change. Language is a powerful medium through which learners develop social awareness and cultural understanding, empowering them as citizens and members of society. Critical literacy equips students with the capacities and understanding which are preconditions for effective citizenship in a pluralistic and democratic society. Critical literacy can be a tool for addressing issues of social justice and equity, for critiquing society and attempting to effect positive change.

Key Concepts

- Language is constructed, used and manipulated in powerful ways to influence others.
- Power is not shared equally in society, and this is reflected in language and in texts.
- Expression and interpretation are never simply personal; rather, they are embedded in a network of social relationships based on gender, age, class, race, ethnicity, culture, perceived ability, and other characteristics through which the individual's positions in society are defined.
- Texts are crafted objects with specific intents.
- There is no one way to read texts—readers have multiple points of view, and texts have a multiplicity of readings.
- Meaning is constructed. It can be deconstructed and then reconstructed differently.

Learning Experiences

Learning experiences should be planned to help learners think critically about a wide range of written, oral, and visual texts, including literature, media images, speeches, non-verbal communication, and objects or artifacts that have social or cultural meanings (such as toys, clothes, CDs). Learning experiences should help students to recognize that ideas, concepts, opinions, and interpretations come from particular perspectives and take shape from the assumptions and values inherent in those perspectives.

To develop as critical thinkers, students need to recognize that all speakers, writers, and producers of visual texts are situated in particular contexts with significant personal, social, and cultural aspects. Learning experiences should invite students to

- reflect on the different social assumptions that different people bring to text construction and interpretation
- investigate language use and change in different social contexts
- recognize how language positions them in different social situations
- explore ways in which language and texts construct personal, social, and cultural identities
- recognize language as an integral part of social relations and practices
- examine the role of language in the political, economic, social, and cultural forces that impinge upon their lives
- examine the choices that are made in the construction of texts and the implicit values and beliefs that are found in texts
- examine the ways texts work to produce ideologies and identities
- examine issues of power, privilege, social justice, and equity both within the learning community and beyond
- reflect on their identities to examine those which give them membership of a dominant group and those which make them feel disempowered
- use language to empower themselves and others
- critically analyse and evaluate language, including their own

To develop as critical readers and viewers, students need to become aware of the ways texts work to construct their lives and realities. A critical reading of a text challenges the taken-for-granted assumptions found in the linguistic choices. They need to become aware that texts can be adopted (they may agree with the text), resisted (they may actively disagree with the text and provide alternative readings), or adapted (they may accept parts of the text but modify the way it positions them as readers or viewers). Learning experiences should offer learners opportunities to

- question and analyse the text
- read *resistantly*
- rewrite texts in ways that are socially just
- write *oppositional* texts or texts representing the views of disadvantaged groups
- identify the point of view in a text and consider what views are missing
- examine the processes and contexts of text production and text interpretation

As readers and viewers reflect critically on texts, they need to ask questions such as the following:

- Who constructed this text? (age/gender/race/nationality?)
- What are the writer's/producer's views/beliefs?
- For whom is the text constructed? To whom is it addressed?
- Where did it appear?
- For what purpose could the text be used?
- What does the text tell us that we already know?
- What does the text tell us that we don't already know?
- What is the topic?
- How is the topic presented? (What themes and discourses are being used?)
- What are other ways in which this topic could be presented?
- What has been included and what has been omitted?
- Whose voices and positions are being expressed?
- Whose voices and positions are not being expressed?
- What is the text trying to do to the reader/listener/viewer? How does it do it?
- What other ways are there to convey this message?
- Should the message be contested or resisted?

The Role of Information Literacy

Information can be used to examine critically knowledge and understandings. Through the research process of critically questioning ideas, points of view, and cultural perspectives, students can revise their understandings, perceive weaknesses in information, and make better sense of the world.

Teachers provide curricular opportunities and experiences through which students can define, investigate, and develop solutions to problems, and can learn to make informed, wise decisions as they assume responsibility for their learning and their lives. Students' questions are pursued through original research and investigation, and by questioning and using information in a range of media. With direction and support, students are able to define reasonable research expectations in the context of the curriculum program and their personal interests. Through personally meaningful curricular assignments, students develop effective ways to pursue their curiosities about stimulating curricular topics and to develop effective information-processing skills and strategies.

The skills and strategies required to effectively process and use information available in a range of media and information technologies should be developed within a systematic framework or process for learning. Topics selected by students for research that are relevant to their interests and to the curriculum cause learners to examine the assumption of arguments, values, and ideas.

Information technologies allow teachers and students to create and employ novel and alternative ways of reaching learning goals. For some students, information technologies provide access to the curriculum that they previously could not access. Changes in pedagogy and student and teacher access to a rich range of information resources in media provide all learners with sophisticated and cross-curricular learning opportunities. Information technologies include basic media such as audio and video recordings and broadcasts, still images and projections, computer-based media, data and information systems, interactive telecommunications systems, curriculum software, and, of course, print publications.

Students, supported by teachers and library professionals, can identify problems; define their research and information needs; create, gather, and make decisions about information; discover, apply, and make sense of patterns and relationships; and reach original, realistic decisions faster and better than ever before. The *body of knowledge* they can access continues to grow exponentially. For these reasons, the development of students' higher-order decision-making and problem-solving skills are essential if the interconnections among ideas and areas of learning are to be understood, and the volume of information is not to overwhelm learners. The use of information technologies within well-designed learning activities supports students' search for extensive information on an idea under study, provides students with satisfying tools with which to solve some types of problems, and provides them with opportunities to identify more readily and understand the complexity of relationships among individual pieces of information. The result is a richer knowledge base for the student, the development of critical thinking, a more subtle affective understanding of the implications of information and decision possibilities, and the recognition of the importance of making wise learning decisions.

When students use technologies within the learning program, the teacher acts as facilitator, mentor, coach, and guide in a mediated learning environment rich in exploration, information, communications, and decision-making possibilities. Teachers support learning and performances in students that involve the evaluation and application of knowledge to define and to solve problems rather than to facilitate a simpler factual recall of information. Students engage with diverse, complex information sources and human expertise

beyond the traditional classroom. Teachers can develop and use more flexible and demanding forms of learning assessment to measure students' progress. Learning assessment practices can incorporate the use of technologies and experiences that genuinely reflect students' understanding and performance in relation to the expected learning outcomes.

As students develop technological competence, an essential graduation learning, they will be able to

- use a variety of technologies, demonstrate an understanding of technological applications, and apply appropriate technologies for solving problems
- locate, evaluate, adapt, create, and share information, using a variety of sources and technologies
- demonstrate an understanding of and use existing and developing technologies
- demonstrate an understanding of the impacts of technology on society
- demonstrate an understanding of ethical issues related to the uses of technology in a local and global context

The Research Process

The *research process* involves many different skills and strategies grouped within phases or stages. Each part of the process builds on a previous part, laying the groundwork for the next part. The phases or stages are commonly identified as

- Planning (or Pre-Research)
- Gathering Information (or Information Retrieval)
- Interacting with Information
- Organizing Information
- Creating New Information
- Sharing and Presenting Information
- Evaluation

Students' use of the information process is not linear or purely sequential. A new piece of information may lead a student to either revise a question under consideration, or help determine a perspective or point of view from which to examine critically the information available, to come to a conclusion different from that of the author of an information product.

Planning

During this introductory stage of the research process, students are usually involved in a classroom theme, unit of study, or a personal interest.

- *Topics are identified* for further inquiry. These often arise from the discussion that surrounds a purposeful activity. Students and teachers decide on a general topic or problem that requires information to be further explored, or possibly even answered. The topic or problem is then clarified or narrowed to make it more manageable and personal for students.
- *Questions are developed* and students use individual or group questions to guide information processing. As they begin to ask questions, students also develop a growing sense of ownership for the problem or topic.
- *Sources of information* that could be used by students are considered.
- *Methods for recording information, data, or notes* are demonstrated or reviewed; strategies for keeping track of the materials they used are gradually introduced.

Gathering Information

At this stage, students access appropriate learning resources (print, non-print, information technology, human, community). The actual resource is *located*, and the information is found *within* the resource. Students will need to learn and practise several important skills:

- *search* (with direction) a card catalogue, electronic catalogue, the World Wide Web to identify potential information resources in a range of media such as books, journals, videos, audios, electronic files, or databases
- *locate* resources (e.g. World Wide Web sites) and determine appropriate ways of gaining access to them
- *select* appropriate resources in a range of media, using criteria such as the currency of the information, and the appropriateness of the medium of the resource
- *use* organizational tools and features within a resource (e.g. table of contents, index, glossary, captions, menu prompts, knowledge tree for searching electronically, VCR counter to identify video clips of specific relevance)
- *Skim, scan, view, and listen to* information to determine the point of view or perspective from which the content is organized/told
  - whether the content is relevant to the topic questions
  - whether the information can be effectively shaped and communicated in the medium the student will use to create a product

Teachers need to help students realize that fewer appropriate resources are better than a multitude of inappropriate resources.

Interacting with Information

Students continue to evaluate the information they find to determine if it will be useful in answering their questions. Students will practise specific reading/viewing/listening skills:

- question, skim, read (QSR)
- use text features such as key words, bold headings, and captions
- use navigation features of software
- use pause points, scene changes, or topic shift points in video
- read and interpret simple charts, graphs, maps, and pictures
- listen for relevant information
- compare and evaluate content from multiple sources and mediums

They will also record the information they need to explore their topic, attempting to *answer* their guiding questions. Simple point-form notes (facts, key words, phrases) should be written or recorded symbolically (pictures, numerical data) in an appropriate format such as a Web site, matrix sheet, chart, computer database or spreadsheet, or concept map.

Students will cite sources of information accurately and obtain appropriate copyright clearances for images, data, sounds, and text they reference or include in their work.

Organizing Information

Students use a variety of strategies to organize the information they have collected while exploring their topics and *answering* their guiding questions:

- numbering
- sequencing
- colouring, highlighting notes according to questions or subtonic/ categories
- establishing directories of files
- creating a Web page of annotated links to relevant Internet resources
- archiving e-mail collaborations, using subject lines and correspondents' names
- creating a database of images and sound files, using software such as ClarisWorks

Students will also review their information with regard to their guiding questions and the stated requirements of the activity, to determine whether they need additional information, further clarification

before creating their products, or to reframe the assignment in light of information now known.

Some activities or projects do not require a product beyond this point in the process just as some writing does not proceed to publishing. *Spontaneous* information problem-solving activities often result in students simply sharing what they have processed and organized at this point.

Creating New Information

Students are to be assisted to decide how best to convey their understanding as a result of the research process for a particular audience. Is the idea they wish to communicate visual? Would sound assist the audience to understand their message? When would a written report be appropriate? Would a storyboard, HyperCard stack, interactive Web page, brochure, flyer, poster, video, audio cassette, or quicktime movie be appropriate and why?

Sharing and Presenting Information

Students should have many opportunities to share what they have learned, discovered, and created with a variety of audiences and to examine carefully the responses of those audiences to their work.

Students will develop graphic, design, text, sound-editing, and visual-editing skills as they develop multimedia and other resources, using technological productivity tools to communicate their understanding to defined audiences.

Evaluation

Students should reflect on the skills and learning strategies they are using throughout activities. They should be able to examine and discuss their learning processes.

Teachers and library professionals can help students with evaluation by

- providing time and encouragement for reflection and metacognition to occur (e.g. What did we/you learn about gathering information?)
- creating a climate of trust for self-assessment and peer assessment of process and products (Students tend to be realistic, and have high expectations for their own work.)
- asking questions, making observations, and guiding discussions throughout the process
  - conferencing
  - tracking (e.g. checkpoints for completed skills at key stages)
  - anecdotal comments (e.g. demonstrated ability to organize notes)

- involving students in *creating portfolios,* which contain samples of students' use of skills, strategies, as well as their products, as evidence of developing information literacy

The Role of Visual Literacy

Visual literacy is the ability to respond to a visual image based on aesthetic, emotive, and affective qualities. Since response is a personal expression, it will vary from student to student. A climate of trust and respect for the opinions of all students must be established to ensure that everyone feels free to express his/her own personal point of view. The unique perspectives of many different student voices will enhance the understanding of all and will help students to appreciate the importance of non-verbal communication.

If the viewing of a visual image is to be a meaningful experience, it should consist of more than merely eliciting a quick reaction. Teachers can help students by guiding them through the viewing experience. In a visual response activity students could engage in dialogue about elements of design and colour, for example, and discuss how the artist/illustrator uses these effectively to convey a message. They could also discuss the feelings that a visual image evokes in them, or associations that come to mind when they view a visual image.

Visual literacy also encompasses the ability to respond visually to a text. Students may be asked, for example, to create their own interpretation of a poem doing a visual arts activity (drawing a picture, making a collage, creating their own multimedia production).

The intent in focussing on visual literacy in the English language arts program is threefold:

- to assist students in analysing visual images to understand the creator's technique and intent
- to enable students to achieve a considered response to a visual image
- to enable students to achieve a considered response to a text through creating a visual image

Integrating Technology with English Language Arts

As information technology shifts the ways in which society accesses, communicates, and transfers information and ideas, it inevitably changes the ways in which students learn.

Students must be prepared to deal with the growing access to and exponential growth of information, expanding perceptions of time and space in a global context, new ways to interact and interconnect with others, and a technologically oriented environment characterized by continuous, rapid change.

Because the technology of the information age is constantly and rapidly evolving, it is important to make careful decisions about its application, and always in relation to the extent to which it helps students to achieve the outcomes of the English language arts curriculum.

Technology can support learning in English language arts for specific purposes.

Inquiry

Theory Building

- Students can develop ideas, plan projects, track the results of changes in their thinking and planning, and develop dynamic, detailed outlines, using software designed for simulation, representation, integration, and planning.

Data Access

- Students can access documents integrating print text, images, graphs, video and sound, using hypertext and hypermedia software, commercial CD-ROMs, and World Wide Web sites.
- Students can access information and ideas, through texts (including music, voice, images, graphics, video, tables, graphs, and print text) and citations of texts through Internet library access, digital libraries, and databases on the World Wide Web, or on commercial CD-ROMs.

Data Collection

- Students can create, collect, and organize information, images, and ideas using video and sound recording and editing technology, databases, survey making/administering software, scanners, and robot Web searchers.

Data Analysis

- Students can organize, analyse, transform, and synthesize information, using spreadsheets, exploratory and statistical analysis software, software for the creation of graphs and tables, and image processing technology and software.

Communication

Document Preparation

- Students can create, edit, and publish documents (articles, letters, brochures, broadsheets, magazines, newspapers, presentations, and presentation aids), using word processing, desktop publishing, and Web-site development software.

Interaction/Collaboration

- Students can share information, ideas, interests, and concerns with others through e-mail, Internet audio and video conferencing software, Internet relay chat servers and groups, information listservs, newsgroups, student-created hypertext and hypermedia environments, and shared document preparation software.

Teaching and Learning

- Students can acquire, refine, and communicate ideas, information, and skills, using computer and other communication tutoring systems, instructional simulations, drill and practice systems, and telementoring systems and software.

Expression

- Students can shape the creative expression of their ideas, feelings, insights, and understandings, using drawing/painting software, music making/composing/editing technology, interactive video and hypermedia, animation software, multimedia composition technology, sound and light control systems and software, and video and audio recorders/editors.

Assessing and Evaluating Student Learning

Using a Variety of Assessment Strategies

Assessment is the systematic process of gathering information on student learning.

Evaluation is the process of analysing, reflecting upon, and summarizing assessment information, and making judgments or decisions based upon the information gathered.

What learning is assessed and evaluated, how it is assessed and evaluated, and how results are communicated send clear messages to students and others about what is really valued—what is worth learning, how it should be learned, what elements or qualities are considered important. For example, if teachers value risk taking in learning, then it is important to reward risk as part of determining marks or grades.

Assessment involves gathering information on the full range of student learning in a variety of ways so that a clear and valid picture emerges of what students know and are able to do in English language arts. This assessment process should provide a rich collection of information that reflects students' progress in working toward achievement of learning outcomes, thereby guiding future instruction.

Teachers are encouraged to use assessment and evaluation practices that are consistent with student-centred instructional practices, for example,

- designing assessment tasks that help students make judgments about their own learning and performance
- designing assessment tasks that incorporate varying learning styles
- individualizing assessment tasks as appropriate to accommodate students' particular learning needs
- negotiating and making explicit the criteria by which performance will be evaluated
- providing feedback on student learning and performance on a regular basis

Assessment activities, tasks, and strategies include, but are not limited to, the following:

- anecdotal records
- artifacts
- audiotapes
- checklists
- conferences
- demonstrations
- examinations
- exhibitions
- holistic scales

- interviews (structured and informal)
- inventories
- investigations
- learning logs/journals
- media products
- observation (formal and informal)
- peer assessments
- performance tasks
- portfolios
- seminar presentations
- projects
- questioning
- reviews of performance
- scoring guides (rubrics)
- self-assessments
- surveys
- questionnaires
- tests
- videotapes
- work samples
- written assignments

Involving Students in the Assessment Process

When students are aware of the outcomes they are responsible for and the criteria by which their work will be assessed, they can make informed choices about the most effective ways to demonstrate what they know and are able to do.

It is important that students participate actively in the assessment of their own learning, developing their own criteria and learning to judge different qualities in their work. To get an idea of some possible criteria, students may benefit from examining various scoring criteria, rubrics, and sample pieces of work.

To become lifelong learners, students need to wean themselves from external motivators such as grades or marks. They are more likely to perceive learning as its own reward when they are empowered to assess their own progress. Rather than asking teachers, What do you want? students should be asking themselves questions such as, What have I learned? What can I do now that I couldn't do before? What do I need to learn next? Assessment must provide opportunities for students to reflect on their progress, evaluate their learning, and set goals for future learning.

Diverse Learners

Assessment practices should accept and appreciate learners' linguistic and cultural diversity. Teachers should consider patterns of social interaction, diverse learning styles, and the ways people use oral and written language across different cultures. Student performance on any assessment task is not only task dependent, but also culture dependent.

It is crucial that assessment practices be fair and equitable, as free as possible of biases, recognizing that no assessment practice can shore up the differences in educational experiences that arise from unequal opportunities to learn.

Teachers are encouraged to be flexible in assessing the learning success of all students and to seek diverse ways in which students might demonstrate their personal best. In inclusive classrooms, students with special needs are expected to demonstrate success in their own way. They are not expected to do the same things in the same ways in the same amount of time as their peers; indeed, the assessment criteria and the methods of achieving success may be significantly different from those of their classmates.

Assessing Speaking and Listening

Valid assessment of speaking and listening involves recognizing the complexities of these processes. Informal assessment, for example, the use of observation and checklists by both the teacher and the students, can be used to assess achievement of many of the speaking and listening outcomes. Students can use checklists and journal entries to explore and reflect on their own and others' perceptions of themselves as speakers and listeners. Scales or rubrics may also be helpful for teachers and students to use in scoring individual or group assessment tasks. When students are to be evaluated on their performances in formal speaking situations, most students will need opportunities in a small-group situation to rehearse, receive feedback, and revise their presentations.

Reflections on discussion and performance, listener and observer responses, peer assessments and self-assessments of speaking and listening can be included in the student's portfolio. Teachers might also consider the inclusion of audiotapes and videotapes in students' portfolios to document their growth and achievements.

Assessing Response to Text

A major function of the English language arts curriculum is to help students develop preferences or habits of mind in reading and viewing texts. In devising ways to assess learners' interactions with texts and responses to their reading and viewing experiences, teachers might consider asking students the following questions:

- Did you enjoy reading/viewing the text? Can you identify why you did or did not?
- Did the text offer any new insight or point of view? If so, did it lead you to a change in your own thinking? If not, did it confirm thoughts or opinions you already held?
- Did the discussion reveal anything about the text, about other readers/viewers, or about you?

These questions ask students to evaluate their own interactions with text and with other readers/viewers, rather than focussing only on the details of the text.

In analysing students' comments on texts over time, both written and oral, teachers might consider the following questions to determine how the students are progressing:

- Do the students seem willing to express responses to a text?
- Do the students ever change their minds about aspects of a text?
- Do the students participate in discussions, listening to others, considering their ideas, and presenting their own thoughts?
- Do the students distinguish between the thoughts and feelings they bring to a text and those that can reasonably be attributed to the text?
- Are the students able to distinguish between fact, inference, and opinion in the reading/viewing of a text?
- Are the students able to relate the text to other human experiences, especially their own? Are they able to generalize and abstract?
- Do the students accept responsibility for making meaning out of a text and discussion on the text?
- Do the students perceive differences and similarities in the visions offered by different texts? Are they aware of the subtleties?
- Do the students understand that each text, including their response to a reading or viewing experience, reflects a particular viewpoint and set of values that are shaped by its social, cultural, or historical context?

In developing criteria for evaluating response, for example, through examination of students' response logs or journals, teachers and students might consider evidence of students' abilities to

- generate, articulate, and elaborate on responses and perceptions
- describe difficulties in understanding a text
- define connections or relationships among various log/journal entries
- reflect on the nature or types of responses

- reflect on the range of voices or styles they use in their responses
- reflect on the meaning of their response to texts or reading/viewing experiences, inferring the larger significance of those responses

In developing criteria for evaluating peer dialogue journals, teachers and students might consider

- the extent to which students invite their partners to respond and to which they acknowledge and build on those responses
- the extent to which students demonstrate respect for each other's ideas, attitudes, and beliefs
- the abilities of the students to collaboratively explore issues or ideas

Assessing Reading

In the preliminary assessment of reading ability, teachers can use informal assessment to discover students' specific reading strengths and needs and plan appropriate learning experiences. For example, the teacher might ask the student to read orally a short selection (perhaps a section from two or three texts of varying difficulty). While listening to the reading, the teacher makes observations to determine whether the student is reading for meaning or simply decoding words, and notes what strategies the student employs to construct meaning. Through story-making, through conversation, or through the student's writing, the teacher gathers information about the student's interests, reading background, strengths, needs, and learning goals in English language arts.

Such assessment practices

- build a rapport between teacher and students
- reassure students who are experiencing difficulties that whatever their individual starting points, progress will build from there
- assure students that the teacher will be supportive in recommending or approving appropriate reading materials and in negotiating assignments that will permit them to demonstrate their personal best
- set the tone and the expectation for individual conferencing on an as-needed basis

Assessing and Evaluating Student Writing

In the preliminary assessment of writing abilities, teachers might ask students to provide writing samples on topics of their own choice or in response to a selection of short articles on controversial issues. As well as valuing what the writing communicates to the reader, teachers can use a student's writing samples to identify strengths and weaknesses, analyse errors, and detect the patterns of errors. Such an analysis provides a wealth of information about an individual learner. Similarly, what is not written can tell as much about the learner as what has been included. The following is a list of the kinds of information the teacher should address:

- limited vocabulary
- literal interpretation (only surface response)
- spelling patterns revealing lack of basic word knowledge
- non-conventional grammatical patterns
- inconsistent use of tense
- absence of creative detail, description, figurative language
- length of piece and overall effort in light of the time provided to complete the assignment

In responding to the student, the teacher should speak about what the writing reveals. The emphasis should be on helping the student to recognize and to build on writing strengths and to set goals for improvement. The students should

- record these goals
- use these goals as a focal point in building an assessment portfolio
- update goals on an ongoing basis
- use these goals as a reference point during teacher-student writing conferences

Rather than assigning marks or grades to an individual piece of writing, some teachers prefer to evaluate a student's overall progress as seen in a portfolio, specifying areas where improvement is evident or needed.

Students benefit from the opportunity to participate in the creation of criteria for the evaluation of written work and to practise scoring pieces of writing, comparing the scores they assign for each criterion. Such experiences help students to find a commonality of language for talking about their own and others' writing.

Portfolios

A major feature of assessment and evaluation in English language arts is the use of portfolios. Portfolios are a purposeful selection of student work that tells the story of the student's efforts, progress, and achievement.

Portfolios engage students in the assessment process and allow them some control in the evaluation of their learning. Portfolios are most effective when they encourage students to become more reflective about and involved in their own learning. Students should participate in decision making regarding the contents of their portfolios and in developing the criteria by which their portfolios will be evaluated. Portfolios should include

- the guidelines for selection
- the criteria for judging merit
- evidence of student reflection

Portfolio assessment is especially valuable for the student who needs significant support. Teachers should place notes and work samples from informal assessments in the student's portfolio and conference with the student about his/her individual starting points, strengths, and needs. Students, in consultation with the teacher, set goals and then select pieces that reflect progress toward their goals.

Students who have difficulties in English language arts also need to see samples of work done by their peers—not to create competition, but to challenge them as learners. They need to see exemplars in order to understand and explore more complex and sophisticated ways of expressing their own thoughts and ideas.

Multiple revisions of assignments saved all together in the students' portfolios allow them to examine how they have progressed to more complex levels of thought.

Tests and Examinations

Traditional tests and internal or external examinations are by themselves inadequate instruments with which to measure the learning required by this curriculum. Evaluation must be consistent with the philosophy articulated in this English language arts curriculum guide and in *Foundation for the Atlantic Canada English Language Arts Curriculum.* Some teachers have designed tests and examinations that reflect key aspects of the curriculum, such as collaborative small-group work, the process approach to writing, and response-based approaches to text. Creating opportunities for students to collaborate on a test or an examination can be a legitimate practice and a useful strategy in an interactive classroom.

For example, in constructing a co-operative response to an exam question, students might work in pairs or small groups to negotiate meanings and achieve consensus in their responses. An essay test based on the reading of a novel or play might consist of several questions from which students select one to write on over a two- or three-day period, using the text to find quotes or examples as evidence to support their answers. Students may be given opportunities to discuss their ideas with classmates and to seek response to their draft writing.

Alternatively, students might be given three to five essay questions a few days before the test or examination. Students would use the class time before the test or examination to rehearse possible responses to each question with their classmates. On examination day they would be given one of these questions to write on.

Process-based examinations allow students time to apply a range of skills and strategies for prewriting (brainstorming and freewriting, for example), drafting, conferencing, revising, editing, and proofreading. The examination might comprise a single comprehensive question requiring the production, through the stages of the writing process, of a polished essay which makes reference to several of the texts studied during the year. Alternatively, teachers might design a range of questions or invite students to submit questions from which the teacher will make the final selection.

Some process-based examinations involve class periods over several days. Students might be permitted to make free use of texts during the examination, including dictionaries and other reference tools, but have to pass in all notes and drafts produced during these class periods to be filed and retained by the teacher each day. The teacher could structure particular activities for each day. On day one, for example, students might read and select questions, brainstorm, discuss in small groups, make rough outlines or notes, and begin their first drafts. On the next day, students might complete the first drafts and revise them in peer conferences. Day three might involve further revision, peer editing and self-editing. On the last day, students might use notes and drafts from days one to three to produce and proofread the final pieces. Points could be awarded for notes and early drafts as well as for the final drafts.

Effective Assessment and Evaluation Practices

Effective assessment improves the quality of learning and teaching. It can help students to become more self-reflective and feel in control of their own learning, and it can help teachers to monitor and focus the effectiveness of their instructional programs.

Assessment and evaluation of student learning should recognize the complexity of learning and reflect the complexity of the curriculum. Evaluation should be based on the range of learning outcomes addressed in the reporting period and focus on general patterns of achievement rather than single instances in order for judgments to be balanced.

Some aspects of English language arts are easier to assess than others—the ability to spell and to apply the principles of punctuation, for example. Useful as these skills are, they are less significant than the ability to create, to imagine, to relate one idea to another, to organize information, to discern the subtleties of fine prose or poetry. Response, reasoning, and reflection are significant areas of learning in English language arts, but do not lend themselves readily to traditional assessment methods such as tests.

In reflecting on the effectiveness of their assessment program, teachers should consider to what extent their assessment practices

- are fair in terms of the student's background or circumstances
- are integrated with instruction as a component in the curriculum rather than an interruption of it
- require students to engage in authentic language use
- emphasize what students can do rather than what they cannot do
- allow them to provide relevant, supportive feedback that helps students move ahead
- reflect where the students are in terms of learning a process or strategy and help to determine what kind of support or instruction will follow
- support risk taking
- provide specific information about the processes and strategies students are using
- provide students with diverse and multiple opportunities to demonstrate what they are capable of
- provide evidence of achievement in which the student can genuinely take pride
- recognize positive attitudes and values as important learning outcomes
- encourage students to reflect on their learning in productive ways and to set learning goals

- aid decision making regarding appropriate teaching strategies, learning experiences and environments, groupings, and learning materials
- accommodate multiple responses and different types of texts and tasks
- involve students in the development, interpretation, and reporting of assessment
- enable them to respond constructively to parents/ caregivers and student inquiries about learning in English language arts

Appendix 1
Clarification of English Language Arts Outcomes

Speaking and Listening (outcomes 1-3)

Students will be expected to:

- speak and listen in order to form and express their thoughts
- communicate information and ideas to others
- choose language appropriate to the audience, situation, and purpose

Outcomes 1-3 might be accomplished by participating in activities such as small-group discussion, informal debate, and oral presentations.

Reading and Viewing (outcomes 4-7)

Students will be expected to:

- select and demonstrate understanding of a wide range of print and visual materials
- use a variety of resources and methods to research topics
- express reactions to and opinions about print and visual materials
- understand the effect of language, style, and format on print and visual material

Outcomes 4-7 might be accomplished by reading poetry, fiction, non-fiction, and drama from contemporary, pre-twentieth century, Canadian, and world writing; by viewing broadcast journalism, film, video, TV, advertising, CD-ROM, and Internet.

Writing and Representing (outcomes 8-10)

Students will be expected to:

- write and use other means (such as drama, multi-media) to express thoughts and feelings
- produce written and other types of creative work individually and in groups
- use effective style and format (including spelling, grammar and punctuation) in writing and other forms of expression

Outcomes 8-10 might be accomplished by keeping logs, diaries, journals; generating notes, outlines, and paraphrases; creating original print, media, and visual products; critiquing print, media, and visual products.

Appendix 2.1

Sample Rubric for Writing Proficiency
(from the English Language Proficiency Assessment)

Superior

- clear commitment to purpose and audience
- confident, lively voice/strong personal engagement with subject
- insightful and well-considered ideas
- precise choice of words
- fluent development of sentences and paragraphs
- purposeful development of argument
- minimal mechanical flaws

Competent

- appreciation of purpose and audience
- confident, appropriate voice/good personal engagement with subject
- thoughtful and clear ideas
- appropriate choice of words
- effective development of sentences and paragraphs
- logical development of argument
- occasional mechanical flaws

Acceptable

- awareness of purpose and audience
- adequate sense of voice/discernible personal engagement with subject
- straightforward, new and clear ideas
- adequate choice of words
- evidence of developed sentences and paragraphs
- some evidence of organization of argument
- some mechanical flaws but not sufficient to interfere with overall meaning

Marginal

- some awareness of purpose and audience
- inconsistent voice
- repetitive ideas not organized or supported
- inadequate vocabulary
- some evidence of sentences and paragraphs
- mechanical errors are distracting and interfere with overall message/argument

Weak

- diminished or little awareness of purpose and audience
- voice confused; personal engagement with subject fragmented
- imprecise ideas, undeveloped
- limited and repetitive vocabulary
- little or no evidence of sentences and paragraphs
- mechanical errors are jarring and seriously interfere with overall meaning

Unrateable

- cannot be scored for specific reason(s)

Omitted

- no answer given

Appendix 2.2
Sample Assessment Criteria for Writing Tasks

Report	*Narrative Writing*	*Persuasive Writing*

• develops a controlling idea
• conveys a perspective on the topic/issue
• creates an organizing structure appropriate to purpose, audience, and context
• includes appropriate facts and details
• excludes extraneous and inappropriate information
• uses a range of appropriate strategies
• provides facts and details
• describes or analyses the subject
• narrates a relevant anecdote
• compares and contrasts
• explains benefits or limitations
• demonstrates or provides a scenario to illustrate claims or assertions
• establishes a context
• creates a persona
• sustains reader interest
	• creates a point of view
	• establishes a situation, plot, setting, and conflict
	• establishes the significance of events and of conclusions that can be drawn from those events
	• creates an organizing structure
	• includes sensory details and concrete language to develop plot and character
	• excludes extraneous details and inconsistencies
	• develops complex characters
	• uses details to develop focus/meaning
	• uses a range of appropriate strategies, for example,
	  - dialogue
	  - tension or suspense
	  - pacing
		• develops a clear controlling idea
		• advances a knowledgeable judgment
		• creates an organizing structure that is appropriate to the needs, values, and interests of a specified audience, and arranges details, reasons, examples, and anecdotes effectively and persuasively
		• includes appropriate information and arguments, and excludes information and arguments that are irrelevant
		• anticipates and addresses reader concerns and counter arguments
		• supports arguments with detailed evidence, cites sources of information as appropriate
		• uses a range of strategies to elaborate and persuade, such as definitions, descriptions, illustration, examples from evidence, and anecdotes

Appendix 2.2
Sample Assessment Criteria for Writing Tasks (continued)

Elements of Personal Response	Function	Procedure

• develops reader interest
• establishes a context, and creates a persona
• advances a judgment that is interpretive, analytic, evaluative, or reflective
• supports a judgment by referring to the text, to other works, authors, or non-print media
• supports a judgment by referring to personal knowledge
• suggests an interpretation
• recognizes possible ambiguities, nuances, and complexities
	• reports, organizes, and conveys information and ideas accurately
	• includes relevant narrative details, e.g. scenarios, definitions, examples
	• anticipates readers' problems, mistakes, and misunderstandings
	• uses a variety of formatting techniques, including headings, subordinate terms, hierarchical structures, graphics, colour, and placement into the foreground
	• establishes a persona that is consistent with the document's purpose
	• employs word choices consistent with the persona and appropriate for the intended audience
		• anticipates reader's needs
		• creates expectations through predictable structures, e.g. headings
		• provides smooth transition between steps
		• makes use of appropriate writing strategies
		  - creates a visual hierarchy
		  - uses white space and graphics as appropriate
		• includes relevant information
		• excludes extraneous information
		• anticipates problems, mistakes, and misunderstandings from a reader's point of view

Appendix 3
Writing: Some Forms to Explore

acknowledgment
advertisement
agenda
announcement
article
autobiography
ballad
biography
blurb, e.g. for book
broadsheet
brochure
caption
cartoon
catalogue
certificate
charter
confession
constitution
critique
crossword
curriculum
curriculum vitae (résumé)
definition
dialogue
diary
directions
directory
edict
editorial
epitaph
essay
eulogy
feature article
forecast
form
glossary
greeting card
guide

headline
horoscope
instruction
inventory
invitation
journal
label
legal brief
letter
libel
list
log
lyric
magazine
manifesto
manual
memo
menu
minutes
monologue
news
notes
notice
novel
obituary
pamphlet
paraphrase
parody
pastiche
petition
placard
play
poem
postcard
poster
prayer
précis

proclamation
prospectus
questionnaire
recipe
record
reference
regulation
report
résumé (curriculum vitae)
review
rule
schedule
script
sermon
sketch
slogan
song
sonnet
statement
story
summary
syllabus
synopsis
testimonial
testimony
travelogue
weather forecast
will

Appendix 4
Writing: Purposes and Audiences

Some Purposes for Writing and Other Ways of Representing	Some Purposes for Letters	Some Audiences
advertise	acknowledge	• oneself: younger self, older self
analyse	advise	• trusted friend(s): same sex, opposite sex
announce	apologize	• peers: younger student(s), older student(s), writing buddy
argue	apply	• imaginary reader: other time, other place
challenge	complain	• character(s) in fiction, films, TV dramas, commercials
comment	congratulate	• self as expert to less well-informed reader(s)
compare	comment	• unknown peer: pen pals
congratulate	inquire	• parent(s)/caregiver(s), grandparent(s); relative(s)
contrast	entertain	• trusted adult: own teacher, previous teacher(s), parent/caregiver of a friend, leader of club/ association to which student belongs
defend	bid farewell	• advice columnist
describe	illustrate	• school personnel
discuss	inform	• known adult(s), supportive readers/listeners, viewers
dramatize	invite	• assemblies
entertain	report	• media personality or other celebrity: talk show host, pop star, sports star
evaluate	order	• authors, media producers
evoke	pen pal	• community groups: seniors, special interest groups
explain	maintain friendship	• media: TV, newspapers, publishers
express attitude/emotion	protest	• companies, businesses, agencies
express opinion	recommend	• judges of a writing contest
hypothesize	request	• markers in assessment context
inform	resign	• adults in authority: school board members, principal, members of school advisory council, MLA, MP
instruct	suggest	• unknown public readership—past, present, future, extraterrestrial, deity; bulletin board: school, community, electronic
narrate	support	• hostile readership
negotiate	sympathize	• high status adults, e.g. Premier, Prime Minister, Lieutenant-Governor, Governor-General, Queen
persuade	thank	
plan	warn	
present research		
question		
reach a conclusion		
record		
regulate		
speculate		
suggest		
summarize		
warn		

Appendix 5
Journalism

Some Categories for Journalism	*Some Journalism Terms*
• advice column • business news • cartoons • classified advertising • comics • contests/competitions • court report • crime news • editorial • entertainment guide • events • feature article on issue • feature on special interest (fashion, cars) • financial/investment advice • gossip column • headlines • historical feature • horoscope • human interest story • informative feature • international news • interview • investigative report • lead article • leads • letters to editor • local/provincial/regional news • notice of events • obituary • opinion • personality profile/story • political news • review (music, theatre, film) • special audience column, e.g. children • special interest column • sports news • trade advertising • travel section • weather forecast/report	• *Advertorial*: combination of advertisements and editorials (sometimes advertising copy disguised as news reporting) • *Angle*: particular perspective; way of approaching a subject; slant • *Banner:* one-line header extending across the whole page • *Byline*: credit line with writer's name • *Caption*: comment or description under an illustration or photograph • *Cropping*: cutting a photograph to eliminate parts of it to create a particular effect or suit a particular purpose • *Deck*: second, smaller headline inserted between main headline and story • *Dummy*: diagram to show page layout • *Editorializing*: injecting personal opinion/bias into a report/news story • *Feature*: story that appeals to the audience because of its *human interest* content • *Gatekeeper*: person who decides which news to print and which to hold back • *Grabber*: an attention-getting lead • *Inverted Pyramid Structure*: organizational structure with most important/interesting information in the lead and remaining information presented in order of decreasing importance/interest • *Jump*: continue a story on another page • *Jumphead*: headline over a jumped part of a story • *Jump line*: line printed at bottom of a story to direct reader to page where it is continued • *Kicker*: smaller emphasis headline above a larger headline • *Masthead*: identification statement containing nameplate, policy statement, etc. • *Media event*: reported event that appears to be news, but is actually staged by group/business (perhaps for free advertising) • *Visual coding*: use of photographs to suggest meaning by association

Appendix 6
Information Texts: Technical Communication

Outcomes	*Suggestions for Teaching*	*Audience*

Given the high volume of technical information being generated and the increasing demand for technical communication skills in every area of life, learning experiences involving technical communication are essential in the high school English curriculum.
 	
As a result of these cumulative experiences, students should be able to
 	
• identify the intended audience
• identify the purpose of the communication
• access and provide information in a variety of contexts/ situations
• differentiate between *tell* and *sell* messages
• determine whether they are writing/producing a *tell* or *sell* communication
• identify the primary information they have to convey
• focus the reader's/viewer's/ listener's attention on primary information (attention-getting opening statements)
• differentiate between primary and secondary information
• differentiate between *need to know* and *nice to know* information
• organize information into a coherent sequence
• use the pyramid approach to structuring information about a situation, process, product, concept, or service
	Focus
	
	• technical communication forms and purposes
	• explore how content, situation, audience, and purpose interact with language and style to determine specific forms of communication
	
	Students should become increasingly adept at
	
	• predicting the requirements of the communication context
	• selecting the appropriate language and form of presentation
	• anticipating audience reaction and needs
	
	Sample Unit
	
	• introduce/review the tell-sell concept
	  - tell: facts/events (tangibles), direct, definite, economical, e.g. reports
	  - sell: ideas/concepts (intangibles), persuasive, convincing, eloquent, e.g. requests, proposals
	• students write a sample letter to use for future reference
	• review the climactic/narrative method and introduce/review the immediate/pyramid method
	• model opening sentences/main message/summary statements
	• model development of supporting details to answer reader's/ viewer's/listener's questions
	  - establish information relevance
	  - organize the details
	• students apply model by writing a letter of request and a letter of complaint
		Audiences could include
		
		• peers, teachers, school administration, school board members, community members
		• co-workers, supervisors, managers, bosses, employers
		• customers, clients
		• media, politicians, business people, other professionals
		• self, friends, peers, parent(s)/ caregiver(s)
		
		Knowing the intended audience determines
		
		• content and organization of communication
		• choice of form
		• degree of detail provided
		• choice of language
		• style, tone, and format of communication
		
		Purpose
		
		The purpose might be to
		
		• acknowledge, accept, refuse, inquire, apply, or complain
		• inform, advise, persuade, suggest, request, negotiate, initiate, instruct, or entertain
		• question, propose, or justify
		• record, document, or report
		• advocate, promote, or sell

Appendix 6
Information Texts: Technical Communication (continued)

Forms	Style, Tone, Format	Situation
Students will use and convey information in various forms. Technical information forms include • correspondence: letter (request, complaint), memo, fax, electronic mail) • agendas, minutes, and outlines • definitions and descriptions (e.g. equipment, mechanisms), explanations (e.g. processes, procedures), and instructions • requests, requisitions, briefings, and directives • surveys and questionnaires • informal reports (e.g. incident—summary, background, details/facts/events, outcome/action; progress; inspection; field trip) • semiformal reports (e.g. investigation or evaluation reports) • research reports • proposals, recommendations • summaries, comparisons, analyses, evaluations, and transcriptions • executive summaries (e.g. as a cover letter, drawing the reader's attention to management, financial, political, or other factors inherent in a report's findings, conclusions, or recommendations) • oral briefings and speeches • illustrations and graphics (graphs, charts, diagrams, tables, photographs, other visuals) • hypermedia, desktop presentations, videos	Students will present information in a style, tone, and format appropriate to context and form. Depending on the context variables, effective presentation of technical information may be characterized by • precision, conciseness, brevity, and succinctness • directness, efficiency, and specificity • accuracy, relevancy, and objectivity • clarity and lucidity • logical organization • discriminating word choice • control/correct use of syntax, grammar, usage, and mechanics • use of active voice • effective titles and headings • effective design/layout • effective illustrations and graphics • required documentation	Technical communication contexts may involve • working and interacting with others at school, at work, and in the community • obtaining and giving information by telephone • listening effectively • obtaining information through interviews • accessing and downloading information by computer, using sources such as Internet, CD-ROM, databases • excluding/eliminating information from different texts **Independent Learning** Students will generate and process information individually. For individual work students will • plan • access and gather information through observation, asking questions, surveys, and research • sort, interpret, screen, compare, summarize, and synthesize data from various sources • record, organize, and evaluate information • select vehicles and forms • design layout • draft, revise, edit, and proofread written communications • rehearse and make presentations (delivering information orally and representing information visually)

Appendix 7.1
Speaking and Listening: English 9/10 Scenario

Students in grades 9/10 are learning about the differences among individual voices. Post-reading discussion of novels such as *The Last Algonquin*, *To Kill a Mockingbird*, *The Learning Tree*, *The Cage*, and *Shoeless Joe* can support this learning.

Novel discussion groups comprise four to five students who have selected the same text and focus on universal issues that create commonality among the selections. These issues could be selected by the teacher or by the group.

During the discussion, students are expected to

- define the parameters of the issue
- explore how it is reflected within their reading of the novel and within their own experience
- share their stance on the issue
- justify their rationale to their peers

Following these discussions, students extend their understanding of the issue in a new experience. For example, after viewing the movie *Of Mice and Men,* students could examine and articulate their understanding of the universality of concepts, issues, and themes in the texts they have studied.

Sample Issues

- The role of the outsider in society
- How an individual's experience affects that individual's view of the world

Appendix 7.2
Speaking and Listening: English 11 Scenario

Students in grade 11 are focussing on the construction and effects of multimedia texts in the context of the students' making a connection between themselves and the world around them. During the study of *The Chrysalids* students

- become aware of the power of propaganda
- explore how manipulation of language and text can control behaviour and thinking
- investigate how throughout history people in power have tried to maintain power through persuasion

As a large group, students view several media texts that demonstrate audience manipulation by the form and the presentation of information. This could be based on a current event or an issue or event in historical perspective, e.g. students could view the CBC's *War* by Gwynne Dwyer. Students are individually assigned certain elements of the documentary form on which to focus. These focuses might include

- the manipulative powers of camera shots
- use of music
- form of narration
- point of view
- the content and context of information

After viewing the documentary and in the context of their examinations, students could discuss and examine

- the film event
- the controversial elements that the film created among veterans
- the film's coverage in the media

Following these discussions, students can integrate their findings and present them to the other members of the class in an informal oral presentation.

Reflection on the findings of others is an important aspect of the reflective process. Following the discussion, students could examine other texts in the form of news broadcasts, press releases or Internet messages, where the source of the information is not always clear or documented. This examination may be undertaken individually or as a small group. The informal oral presentation of the students' findings may be limited to small-group discussion or shared with the entire class.

Resource

Constructing Reality: Exploring Media Issues in Documentary (NFB, 1993) is an excellent resource for examining the documentary.

Appendix 7.3
Speaking and Listening: English 12 Scenario

Students in grade 12 are learning about language in the global context, relating to the power of the audience, the power of the speech, and the power of the speaker. During the study of Shakespeare's *Hamlet,* students become aware of the power, evils, and obsessive nature of revenge. The moral and social implications of revenge were of interest to the Elizabethan audience and continue to intrigue individuals in the twentieth century.

In groups of four or five, students examine the issues around the revenge in the play and the outcome of Hamlet's quest for revenge. Specific roles could be assigned, such as facilitator, recorder, encourager, challenger, and questioner. In their groups, students continue to examine the issue of revenge in the context of current times. They could examine

- relevant articles in print media such as newspapers and magazines
- the passion of revenge portrayed in modern literature such as Robertson Davies' *Deptford Trilogy*
- in a political context, acts and victims of revenge such as Salman Rushdie
- acts and victims of personal revenge portrayed in local media

The experiences to this point involve *informal* talk.

Following these initial discussions, new focus groups are organized to centre on specific issues related to revenge:

- the nature of the destructive power of revenge
- how revenge is manifested in different cultures
- revenge as a gender issue
- the effect and affect of revenge on family relationships and family relationships on revenge

These focus groups are established according to interest. Students research their issues through various media and study their issues outside of classroom time to prepare for reflective, thoughtful in-class discussion. By preparing for the discussion in this way, students examine the issue in detail, reflect upon it, and understand that they are expected to participate in a meaningful discussion on their chosen issue. These discussions provide the background for students to pursue a formal speech event related to the chosen issue.

The focus and form of the formal speech event is negotiated by students and teacher. This event may be an individual or group event in the form of a debate, an oration, a panel discussion, a documentary, or a presentation in another medium. As this is a formal speech event, it is expected that the presentation adheres to the formal structures of formal speech presentation, yet does not so rigidly conform to those structures that creative expression and manipulation of the form are inhibited.

Appendix 7.4
Speaking and Listening: Some Ideas for Activities

Students select a character from a play/short story/novel/TV drama/movie. Students prepare a two- or three-minute monologue that that character might deliver, basing the monologue on an event in the text or on personality traits revealed about the character.

Students discuss the techniques they would use in telling a story to a child/group of young children. Students would elicit such techniques as emphasizing concrete descriptions, using effective dialogue, presenting the story in a relaxed, informal atmosphere. Students prepare and relate a story to a child/group of young children and then evaluate the success of their experiences.

After prior discussion concerning content, delivery, and listeners' roles, students compose and read announcements/messages to the class or to the school body (e.g. using public address system). Listeners should try to determine how well they attended to and comprehended the announcement. Announcements could be critiqued according to predetermined criteria.

Students role-play giving and taking telephone messages, e.g. related to a career/business activity. Students consider

- who is calling
- for whom the message is intended
- relative importance of the message
- accuracy and clarity of information
- record of time/date if necessary
- standard of courtesy for callers and respondents

Students attend a presentation/public speech event. They

- prepare questions on the topic before the presentation
- listen carefully throughout
- formulate new questions as the presentation progresses
- delete questions that have already been answered during the presentation or raised by other questioners
- select a question and ask for an answer
- assess their own attentiveness as listeners

Students watch a panel discussion, interview, or debate presented on TV, in class, or in a public venue. Following the presentation, students discuss and elaborate on the involvement of the various participants, e.g. those who

- dominated
- posed unanswerable questions
- dodged questions
- clashed on grounds other than issues
- contributed to/detracted from the program's success in meeting its objectives

Appendix 7.4
Speaking and Listening: Some Ideas for Activities (continued)

Students invite a guest speaker to present a demonstration of alternative communication devices, e.g. artificial larynx, electronic communication devices.

Students prepare charts as guides to aspects of parliamentary procedure such as

- order of business
- keeping minutes and what to include in them
- preparing a treasurer's report
- making, amending, and voting on motions
- common procedural terms, e.g. quorum

Students discuss usefulness of parliamentary procedure:

- its relationship to the concept of democracy
- its relationship to minority rights

Students, having prepared news broadcasts about some aspect of their classwork (in English or another area of the curriculum), may

- omit one or two significant details
- present broadcasts to the class
- ask listeners to identify what details were omitted and why those details are significant

Students listen to a lengthy piece of text. Only half the group takes notes. Students compare the performance of notetakers and non-notetakers when responding to detail questions on the selection and discuss advantages of note-making while listening.

Students explain and simultaneously demonstrate a process that group/class members can perform as the directions are being given. Students discuss points at which they have difficulty in following the directions, analysing the difficulty in determining if the problem lies in the presentation of directions or the listening skills/habits of the students.

Students identify idioms that portray disabilities and persons with disabilities in a negative manner and discuss how the use of these idioms contributes to misinformation and negative attitudes toward such persons.

Students view a videotape or film clip of a scene run without sound and

- discuss what they believe is taking place in the scene
- discuss the general nature of the conversation
- view the scene again, this time with sound
- compare their conjectures to what actually takes place in the scene
- identify details that led them to their conclusions

Appendix 8.1
Overview: Informal Talk

Types of Informal Talk	*Purposes*
Disputational Talk Speakers challenge other speakers' views to obtain information and force speakers to clarify positions. *Exploratory Talk* Speakers propose ideas and justify their ideas, accumulating relevant information. *Cumulative Talk* Speakers contribute to the discussion by referring to and continuing with previous speakers' comments. *Co-operative Talk* Speakers are respectful of others' points of view, and compromise and work towards consensus. *Communicative Talk* Speakers have an awareness of audience, and are able to present information and accept feedback.	• to examine language within the social context of spoken language • to encourage students to take risks and to accept challenges • to enable students to grow more confident in their abilities • to enable students to develop tolerance of diverse points of view • to enable students to develop clarity in conversation • to enable students to articulate their own ideas and define, test, and contextualize the dialogue

Appendix 8.1
Overview: Informal Talk (continued)

Structures	Modelling	Assessment
Informal talk structures are • determined by negotiations of the participants • determined by the participants' interests, expertise, linguistic styles, as well as the individual or group organizational functions, which are imposed, agreed upon, or perceived • dependent on the awareness of the situation and the relationship among individuals involved • dependent on the willingness of the participants to share and/or create, analyse, and conceptualize ideas • determined by the diverse and complex structures within class and cultural context • dependent on and determined by equal and willing participation in clarification and modification of ideas • socially variable (when informal talk is conversational)	Teachers need to create opportunities to • demonstrate conversation and discussion for other students to observe the dynamics of talk • create roles in order to understand posture and position on a point of view • reflect about what they have been doing • provide a catalyst (issue, medium) • analyse and synthesize ideas • reason through discourse and verbal exchange Teachers need to provide the following experiences: • conversation • dialogue • communication • consensus • constructive disagreement	Effective assessment informs both the students and the teacher of what has been accomplished. Student participation in assessment is crucial. Assessment needs to be • an inclusive picture of each student's accomplishments • multifaceted and varied • built on students' attempts Assessment practices must • include the processes of learning • provide constant, careful, and consistent feedback in a supportive atmosphere • be ongoing and flexible • include assessment of the fluency of language

Appendix 8.2
Overview: Formal Talk

Types of Formal Talk	Purposes
Public Forums All the speaking and listening contexts where formal social conventions apply in the form of predetermined, agreed upon rules. These include • panel discussions • seminars • presentations • public speeches • documentaries, • news broadcasts *Formal Debate* Parliamentary, cross-examination, and academic style debates all require speakers to research, articulate, and defend an issue within a spectrum of rules. *Oration* This type of formal talk is a powerful, prepared interaction among a solitary speaker, an audience, and a message. The conventions of prepared oration may include • a special occasion • a rhetorical style • awareness of audience position • expertise in dramatic convention, including appropriate enunciation, timing, projection, etc. Prepared orations include • tributes • eulogies • inspirational speeches • political speeches • trial speeches • farewell speeches *Impromptu Oration* All the conventions of prepared orations apply with the exception of prepared text. The added dimension here is that the oration is impromptu.	• to develop an appreciation for and an understanding of the power of language • to develop the ability to participate in formal venues • to develop the ability to cultivate the language processes in powerful ways • to differentiate among style, intent, message, and *moment* in the context of the situation • to understand and develop the skills of persuasion • to research, synthesize, and present all pertinent aspects of a topic for an intended audience

Appendix 8.2
Overview: Formal Talk (continued)

Structures	Modelling	Assessment
Formal talk structures are • predetermined • determined by knowledge of cultural structures, social context, and social conventions determined by the technical expertise of the speaker • dependent on conduct and purpose within a profession, official ceremony, etiquette, etc. • dependent on understanding the oral societal conventions • dependent on the speaker's awareness of the relationship with his/her audience and the needs of the audience	Teachers need to create opportunities to examine • various forms • various styles • the purpose of differences in style and form Teachers need to provide the following experiences: • through a variety of media, provide samples of effective formal talk • analyse examples of formal talk so that students can understand different structures	Effective assessment informs both the students and the teacher of what has been accomplished. Student participation in assessment is crucial. Assessment needs to be • an inclusive picture of each student's accomplishments • multifaceted and varied • built on students' attempts Assessment practices must • include the processes of learning • provide constant, careful, and consistent feedback in a supportive atmosphere • be ongoing and flexible • include assessment of the fluency of language When assessing formal talk, consider the student's • expression within the structure • manipulation of this expression within the structure • clarity of understanding of the structure Within the formal structure of *sameness*, there needs to be creativity and freshness.

Appendix 8.3
Overview: Listening

Types of Listening	Purposes
Abstract This type of listening involves attending to input appropriate to a number of contexts, without necessarily filtering what is heard. Synthesis of information may take place as part of the natural function of communication. *Focussed* This listening actively engages the listener in a focussed search for knowledge, enjoyment, etc. It involves predicting, questioning, analysing, synthesizing, and reflecting. *Critical* In this type of focussed listening, the listener carefully and exactly evaluates and judges the message, its intent, and the nuances of its presentation.	• to understand messages conveyed by others • to determine one's place in social context • to examine the relationships of language to the social context of spoken language • to develop an appreciation of the power of language • to differentiate among style, intent, message, and *moment* in the situational context

Effective listening relies on the basic skills of putting messages into code and being able to convert messages to articulation.

Appendix 8.3
Overview: Listening (continued)

Structures	Modelling	Assessment
Listening structures are • determined by the non-verbal behaviour of the participants • determined by the conventions of listening within the social context • determined by classroom organization: individual/small-group/large-group involvement • determined by how the listener decodes and interprets the incoming message and constructs meaning based upon the background, experiences, and his/her ability to process the message	Teachers need to create opportunities to observe active listening: • non-verbal behaviour • questioning techniques • predicting outcomes through active listening • preparing for the event: physical/intellectual readiness • effective use of time; oral communication creates thinking time When listening, the thought processes move much more quickly than the messages that are received. This thinking time is used to synthesize messages, accept/reject ideas, and opinions, and adapt/modify thoughts. • feedback: request clarification, in the form of inquiry rather than as a challenge. (Good listening is determined by the clarity of the feedback given by the listener.) Teachers need to provide the following experiences: • opportunities for students to analyse and reflect upon the process of listening in relation to the conventions of spoken language. • demonstrate the various roles played by an active, critical listener. (Through the arrangement of groups and activities, these techniques can be modelled.)	Teachers need to observe • non-verbal behaviour • questioning • synthesis • readiness to participate as a listener in a speech event • self-correction and modification of speech The expectation is that students • organize their listening in relation to the conventions or the expected structures • develop an understanding that original and clever manipulation of the structure of the speech triggers thinking and challenges them to listen, question, and extend their thinking

Appendix 9
Media Literacy Activities

Print

- Compare the print version of a story to the film version.
- Compare a print poem to the sung *ballad.*
- Compare mythological heroes to popular culture heroes.
- Examine production techniques of newspapers and magazines.
- Write an article for a magazine.
- Write a letter to the editor.
- Produce a class broadsheet of poems, prose, or areas of interest.
- Produce a pamphlet on an issue.
- Critique a newspaper article.
- Edit an article from 500 words down to 250 words.
- Expand an article from 250 words up to 500 words.
- Compare news reports on a topic from several print mediums.
- Interview a media *personality*.
- Write a script for a five-minute play.
- Write a product advertising *pitch* to a fictional company.
- Write a pro and con article on the same issue.
- Examine editing codes and conventions.
- Write an article on a real sports event.
- List descriptor words used in the print advertising of various magazines.
- Investigate *alternative* newspapers and magazines, especially locally produced ones.

Sound

- Write in prose the narrative for a popular song.
- Examine the demographics and *target markets* of local radio stations.
- Examine stereotyping and sexism in popular music.
- Produce a radio ad.
- Produce a radio play with sound effects.
- Investigate short-wave radio and the social and political implications of Radio Canada International, etc.
- Investigate the use of violence in music to sell products.
- Produce announcements for the school public address system.
- Learn how to set up and operate the school sound systems.
- Start a school radio station.
- Investigate community radio stations.
- Compare *public* and *private* radio.
- Examine the codes and conventions of radio broadcasting.
- Tour a radio station.

Appendix 9
Media Literacy Activities (continued)

- Investigate the impact of Canadian content regulations on the Canadian music industry.
- Investigate *world music*.
- Investigate *alternative* music, especially that of locally produced artists.
- Investigate the impact of radio in political struggles.
- Compare controlled radio vs. Channel 2 in Serbia.

Image

- Compare ad images to the product being sold.
- Examine sexism in advertising images.
- Create a billboard.
- Write the print *captions* for a variety of images.
- Investigate the computer enhancement of images, particularly in the fashion industry.
- Examine the use of images in newspapers—What makes the front page and why?
- Make a collection of aesthetically appealing images.
- Write a narrative for an image.
- Examine the codes and conventions of still photography.
- Invite a professional photographer to class.
- Take a picture that tells a story.
- Make a collection of images that elicit a variety of feelings and identify the feelings.
- Examine the codes and conventions of TV.
- Investigate and practise the terminology of video, e.g. close-up, medium shot, long shot, point of view, pan, zoom, dissolve, shoot, slo-mo, montage, storyboard, cut, edit, scene, tilt, dolly in/out, etc.
- Tour a TV station.
- Tour a film production facility such as the New Brunswick Filmmakers' Co-operative in Fredericton
- Examine the use of images in rock videos.
- Storyboard a video to accompany a popular song.
- Critique a music video.
- Compare various visual technologies such as computers, TV, film, fax, photocopying, satellite, Imax, etc.

Appendix 9
Media Literacy Activities (continued)

Extended Projects

Some longer term projects that combine the skills investigated above:

- Make a career plan for a new musical group.
- Follow a real issue over a period of time, examining the news coverage in various forms of media.
- Create a multimedia presentation (not necessarily with the computer).
- Produce a short film.
- Create an animated film.
- Prepare presentations for various forms of media (alternative newspapers and magazines like *Adbusters*, community radio and TV).

Appendix 10
Drama

Role-Playing: Grades 9/10 Focus	*Skill-Building: Grade 11 Focus*
• *Improvisation*: the unscripted exploration of an initial theme, situation, problem, or relationship. The action develops spontaneously through the imagination and ingenuity of the participants. This broad category is related to all of the role-playing activities and may also be a strategy in itself.	• *Theatre games, exercises, and warm-ups*: short drama activities, which are especially useful in developing social and personal skills, imagination, concentration, characterization, movement, and voice. They can also be used to set a mood or introduce an issue or theme.
• *Theatre sports*: a way of structuring improvisations so that student teams compete to produce improvisations, given the same starting point.	• *Debate*: participants may or may not assume a role, but must give attention to logic, critical thinking, and clarity and precision of expression.
• *Teacher-in-role*: any improvised situation that requires the teacher to assume a role other than the usual one of teacher as instructional leader.	• *Choral speaking*: a text or story is interpreted and communicated vocally by a group.
• *Mantle of the expert*: the teacher or a student researches a character and assumes the role of that character to interact with others who may ask questions or initiate a situation.	• *Story Theatre:* the story is told by a narrator or by the actors and is illustrated by actors, who provide the dialogue and actions of characters, animals, and inanimate objects.
• *Tableau (still-image or freeze-frame)*: a series of posed scenarios that allow students to suggest intervening or following scenarios.	• *Puppetry*: gives the students opportunities to distance themselves from the action, play several characters at once, and apply learning from other curriculum areas (e.g. art).
• *Mime*: behaviour is demonstrated, rather than described, through movement, actions, and physical response, but without dialogue.	• *Dance*: students use expressive movement to interpret text, express or create a mood, or enact an event.
• *Masks*: traditionally used in presentation, masks can also be used to alter the perspective on a situation, role, or encounter.	• *Song*: students find or create and perform songs to interpret text, express or create a mood, or enact an event.
• *Hot-seating*: the group asks questions of a role-player, who may answer in character or step out of role to comment on the role or situation.	• *Meeting*: students work in or out of role to explore issues, plan, solve problems, analyse, and reflect on learning experiences.
• *Interview*: an individual or a group may ask questions of an individual or group to interpret a text, explore an issue, or tell a story.	• *Re-enactment*: presentation of an event, which is known or which has occurred, emphasizing accuracy and detail.
• *Storytelling*: events are presented, reported, or interpreted from a point of view outside of the narrative.	• *Ritual*: a stylized event, following a pattern of rules and codes, which follows a group or cultural ethic or belief system.
	• *Ceremony*: a special event devised to celebrate or recognize something of cultural or historical significance.

Appendix 10
Drama (continued)

Performance and Working with Scripts: Grade 12 Focus

Scripts

Scripts were meant to be performed, not just to be read. Traditionally, scripts have been treated as a literary form to be experienced in the same way as novels, stories, or poems. If not performed, the experience is incomplete, as it is when we merely read recipe books or sheet music.

When we read a script, we get an idea of the writer's intent, but only a hint of the power of words or the impact of the play's images, emotions, and ideas. This is not to say that all scripts must be performed to be appreciated, although some of the strengths and weaknesses of the playwright's work will never become clear until the script is performed. Rather, the script must be approached, to some degree, as though one were preparing to stage it. When working toward performance, students have opportunities to

- respond personally
- respond critically by deconstructing text
- create the event and their own scripts
- hear and speak what is intended by the playwright's written word
- give place, gesture, rhythm, and tone to language, imagery, and metaphor
- discover character, tension, and mood

Experiences

The moment before: through a response journal or by writing/ improvising a scene, students develop a detailed understanding of what must have happened to or between the characters prior to the scene they are about to play. This technique can be used to encourage lateral thinking and to explore literature, issues, and human relationships. For a graphic and powerful example, view *Rosencrantz and Guildenstern are Dead* as part of an exploration of *Hamlet*.

Before-beside-beyond: extends the *moment before* technique to include exploration of events that may have occurred before, after, or collaterally with the action of the script or of any other text.

Anthology: students research an issue or theme to collect text (poetry, prose, dialogue, music, photos, video) and arrange the material for performance, linking with their own text.

Collective Creation: students work through research, discussion, and improvisation to develop a script based on a shared issue/concern/experience.

Response journals: an effective actor's tool for recording progress in a role, processing ideas and insights, and working toward the resolution of problems of interpretation.

Artifacts: students recreate objects described or referred to in a text.

Actor's, director's, or stage-manager's book: a page-by-page annotation of a text, including points of interpretation, notes, and sketches for production.

Production meeting: in the various roles of a theatre production company, students plan the production of a dramatic presentation.

Appendix 10
Drama (continued)

Performance and Working with Scripts: Grade 12 Focus (continued)

Strategies that lead students to understand the playwright's plan include

- annotating the text for understanding, both literal meaning and subtext
- researching historical, cultural, and technical detail
- annotating the text for production (actor's or director's book)
- rewriting or re-enacting the text
- a casted reading of the text
- a staged reading of the text, including some action
- reading with pantomime, dance, or music
- reading accompanied by slides, tapes, or videos
- a dramatized reading, including action and some properties and settings
- a full production of a selected scene
- a full production of the entire text

Video Theatre: students design, script, produce, and screen a video, based on text they are studying or on an original individual or collective idea.

Radio Theatre: as with video theatre, but using sound recording technology.

Design: students focus on an aspect of play production to produce a design, based on research and a detailed study of the script, e.g. props, costumes, set, lighting, sound, promotion.

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Notes