

# ELA 10-1

## CURRICULUM PACKAGE

*Creating  
Futures*



2012



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## MINIMUM REQUIREMENTS FOR TEXT STUDY

In meeting the specific outcomes listed in this program of studies, students must satisfy certain minimum requirements in their study of works of literature and other texts in oral, print, visual and multimedia forms. These minimum requirements are presented in two broad categories—extended texts and shorter texts—in the chart on page 10. Jurisdictions and schools are encouraged to increase requirements for text study beyond these minimum requirements, as time permits, when such extension would meet the needs, interests and aspirations of their students and the expectations of their communities. **Note:** In the chart on page 10, the dotted line dividing “Essay” and “Popular Nonfiction” indicates that the separation of these two genres is somewhat arbitrary. In the minimum requirements for text study, this division has been used as a means of differentiating between course sequences.

### CANADIAN LITERATURE REQUIREMENTS

In each senior high school English language arts course, it is expected that a significant proportion of texts that students study will be Canadian texts. **The required minimum proportion of Canadian texts studied is one third of all texts studied in each course.** Teachers are encouraged to select Canadian texts for study whenever possible and appropriate.

### MINIMUM REQUIREMENTS: TEXT STUDY

In meeting the outcomes presented in this program of studies, students must satisfy the minimum requirements for text study indicated in the chart below. Many of the text types that are listed may be presented through various media. For example, a feature film could be viewed in a theatre or via videocassette, television or the Internet.

The table to the right indicates the relative emphases intended by the wording used in the chart below to specify requirements. For example, “A Variety Required” indicates that students should study a variety of forms and styles within the specified text form.

Using these minimum requirements as a guide, jurisdictions and schools are free to specify additional requirements for text study as best fits the needs, interests and aspirations of their students and the expectations of their local communities. For example, teachers may wish to specify numbers of texts to be studied in each course, as time permits.

#### Degrees of Emphasis

A Variety  
Required



Required



Encouraged

### STUDENTSWILL STUDY ORAL, PRINT, VISUAL AND MULTIMEDIA TEXTS

		ELA 10-1	ELA 10-2	ELA 20-1	ELA 20-2	ELA 30-1	ELA 30-2
<b>EXTENDED TEXTS</b>	Novel	1 of the 2 Required	Required	1 of the 2 Required	1 of the 2 Required	Required	1 of the 2 Required
	Book-length Nonfiction		1 of the 2 Required			1 of the 2 Required	
	Feature Film	Required	1 of the 2 Required	Required	Required		
	Modern Play	1 of the 2 Required	Encouraged	Required	1 of the 2 Required	1 of the 2 Required	1 of the 2 Required
	Shakespearean Play		Required	Required			
<b>SHORTER TEXTS</b>	Poetry (including song)	A variety required	A variety required	A variety required	A variety required	A variety required	A variety required
	Short Story	A variety required	A variety required	A variety required	A variety required	A variety required	A variety required
	Visual and Multimedia Text*	Required	Required	Required	Required	Required	Required
	Essay	Required	A variety required	A variety required	Encouraged	Encouraged	Required
	Popular Nonfiction **	Encouraged	Encouraged	Required	Required	A variety required	A variety required

\* Visual and Multimedia Text includes short films, video clips and photographs.

\*\* Popular Nonfiction includes news stories, feature articles, reviews, interviews and other forms of informative and persuasive text, including technical writing.

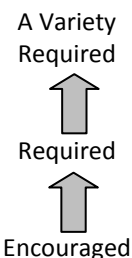
## MINIMUM REQUIREMENTS: TEXT CREATION

In meeting the outcomes presented in this program of studies, students must satisfy the minimum requirements for text creation indicated in the charts below.

The table to the right indicates the relative emphases intended by the wording used in the charts below. For example, “Emphasis Required” indicates response and form categories that should be emphasized in a course. Students should create a variety of text types or styles within the categories that are emphasized.

Using these minimum requirements as a guide, jurisdictions and schools are free to specify additional requirements for text creation as best fits the needs, interests and aspirations of their students and the expectations of their local communities. For example, teachers may wish to specify numbers of texts to be created in each course, as time permits.

### Degrees of Emphasis



## STUDENTSWILL CREATE A VARIETY OF RESPONSES...

		ELA 10-1	ELA 10-2	ELA 20-1	ELA 20-2	ELA 30-1	ELA 30-2
<b>PERSONAL RESPONSE</b>	To texts	Emphasis Required	Emphasis Required	Emphasis Required	Required	Required	Required
	To contexts	Required	Required	Required	Emphasis Required	Emphasis Required	Emphasis Required
<b>CRITICAL/ANALYTICAL RESPONSE</b>	To literary texts	Required	Emphasis Required	Emphasis Required	Encouraged	Required	Required
	To other print and nonprint texts	Encouraged	Required	Required	Required	Emphasis Required	Emphasis Required
	To contexts	Required	Required	Required	Required	Required	Required

## ...USING A VARIETY OF PRINT AND NONPRINT FORMS

		ELA 10-1	ELA 10-2	ELA 20-1	ELA 20-2	ELA 30-1	ELA 30-2
<b>PROSE</b>	Narrative Forms (Factual and Fictional)	Required	Required	Required	Required	Required	Required
	Informative and Persuasive Forms*	Required	Emphasis Required	Emphasis Required	Required (including reports)	Emphasis Required (including proposals)	Emphasis Required
<b>POETRY</b>		Required	Encouraged	Encouraged	Required	Encouraged	Encouraged
<b>SCRIPT</b>		Encouraged	Required	Encouraged	Encouraged	Required	Encouraged
<b>ORAL/VISUAL/MULTIMEDIA PRESENTATION**</b>		Required	Required	Required	Required	Required	Required

\*Informative and Persuasive Forms include essays, commentaries, articles and reviews.

\*\*Oral/Visual/Multimedia Presentation includes readers’ theatre, demonstrations and prepared speech.

## STUDENT PROFILES FOR SENIOR ENGLISH LANGUAGE ARTS

Language Arts	ELA -1	ELA -2	Literacy 10,20,30
<b>BIG IDEA</b>	<ul style="list-style-type: none"> <li>• Students who are interested in the study, creation and analysis of literary texts</li> <li>• Aspire to careers that involve the development, production, teaching and study of more complex texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Students who are interested in the study of popular culture and real world contexts</li> <li>• Aspire to post-secondary education but not necessarily careers related to ELA.</li> </ul>	<p><b><i>Important to consider more frequent readers when considering if students will transition to -2 stream. They may have stronger literature base and vocabulary.</i></b></p> <ul style="list-style-type: none"> <li>• Students who are still developing communication skills for functional literacy, bridge to -2 stream</li> <li>• Aspire to develop functional literacy</li> <li>• Aspire to move into -2 stream</li> <li>• Key feature is to get students to take responsibility for their own learning</li> <li>• Emphasis on strategies for learning</li> <li>• Students need to have choice and learn to set goals for improvement.</li> <li>• Talk is reinforced</li> <li>• Of prime importance is the transferability and practicality of skills.</li> <li>• Develop skills and strategies that enable them to create, enjoy, appreciate, evaluate, use and critique texts through which ideas and images are created.</li> </ul>

## STUDENT PROFILES FOR SENIOR ENGLISH LANGUAGE ARTS

Language Arts	ELA -1	ELA -2	Literacy 10,20,30
<b>READING</b>	<ul style="list-style-type: none"> <li>• Students will understand the subtle nuances and symbolic language found in increasingly sophisticated literary texts.</li> <li>• Develop close reading skills in order to understand contextual elements and subtexts.</li> <li>• Develop or improve critical and analytical reading skills</li> <li>• Greater degree of emphasis given to study of essays and Shakespearean plays</li> </ul>	<ul style="list-style-type: none"> <li>• Lower standards than -1</li> <li>• Student needs may be related to the degree of independence demonstrated and level of skills acquired</li> <li>• Inclusion of more reading comprehension strategies to scaffold student understanding (2.1.2a)</li> <li>• Greater degree of emphasis is given to study of popular non-fiction (news stories, interviews, persuasive texts, feature films)</li> </ul>	<ul style="list-style-type: none"> <li>• Students will develop the English skills needed for personal satisfaction and to function in society and the workplace.</li> <li>• Development of these functional skills through the five themes:                             <ul style="list-style-type: none"> <li>○ Everyday literacy</li> <li>○ Family literacy</li> <li>○ Land as text and local issues</li> </ul> </li> <li>• Media and critical literacy</li> <li>• Workplace Literacy</li> </ul>
<b>WRITING</b>	<ul style="list-style-type: none"> <li>• Expected to demonstrate proficiency with sentence construction, be able to review and revise texts in progress to correct common sentence faults such as comma splice, run on sentences and unintended sentence fragments by end of 10-1</li> <li>• In addition, students in 20-1,30-1 are expected to use punctuation and rhetorical structures in a unique way to create affect</li> <li>• Greater degree of emphasis on creation of personal responses to text(s).</li> <li>• Greater degree of emphasis on critical/analytical responses to literary texts</li> </ul>	<ul style="list-style-type: none"> <li>• Expected to develop sentence construction skills, be able to detect and correct texts in progress to correct common sentence faults such as run on sentences and unintended sentence fragments by end of 30-2</li> <li>• Greater emphasis on creation of personal responses to context</li> <li>• Greater degree of emphasis on critical/analytical responses to print/non-print texts other than literary texts.</li> </ul>	

## ELA 10-1

### GO #1 Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings and experiences

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators MAY BE used to assess student achievement for each related specific learning outcome.</i>
<b>Discover possibilities 1.1</b>	
<b>Form tentative understandings, interpretations and positions 1.1.1</b>	
Generate and experiment with strategies that contribute to forming tentative understandings, interpretations and positions (a)	<ul style="list-style-type: none"> <li>• Posing questions</li> <li>• Suspending judgement as appropriate recognizing that initial interpretations and positions may be inaccurate and incomplete</li> <li>• Recognizing that texts may be inaccurate, misleading or ambiguous</li> </ul>
Form tentative understandings, interpretations and positions on ideas and issues communicated in literature and other texts by expressing own explorations and considering others' explorations (b)	<ul style="list-style-type: none"> <li>• Form inferences that connect experiences and perceptions to the text (e.g., "an older person wouldn't have been treated this way.")</li> <li>• Compile, compare, and build on the ideas of others and voice new understandings (e.g., present multiple interpretations )</li> </ul>
<b>Experiment with language, image and structure 1.1.2</b>	
To create different effects in particular situations and for particular purposes and audiences (a)	<ul style="list-style-type: none"> <li>• Present the same information to two different audiences,</li> <li>• Make appropriate changes to the content to suit the audiences</li> </ul>
Experiment with a variety of strategies, activities and resources to explore ideas, observations, opinions, experiences and emotions (b)	<ul style="list-style-type: none"> <li>• Stream-of-consciousness writing and free verse poetry, exploratory talk and improvisation</li> </ul>
<b>Extend Awareness 1.2</b>	
<b>Consider new perspectives 1.2.1</b>	
Describe personal responses to new perspectives, appraise whether such responses contribute to or inhibit understanding, and identify influences that have contributed to such responses (a)	<ul style="list-style-type: none"> <li>• Identify when and describe why understanding failed (e.g., "The speaker wasn't clear," "The speaker's pace was too fast.")</li> <li>• Make and support connections to reading and viewing selections (e.g., "Baz Luhrman's film helped me visualize what Romeo and Juliet's situation might be like today. I hadn't really thought about the way Romeo's friends would see Juliet until I saw it with my own eyes...")</li> </ul>
Identify own ideas, perspectives and interpretations and evaluate them for depth of explanation, evidence or support; and consider the ideas, perspectives and interpretations of others to broaden own understandings when exploring and responding to texts (b)	<ul style="list-style-type: none"> <li>• Make reasoned judgments about the text based on evidence (e.g., "This story must take place a long time ago because nobody is divorced and none of the women work outside the home.")</li> <li>• Make and support connections between the text and personal experience (e.g., "The villagers' actions made me uncomfortable about how easily how I can follow the group," "The memoir about you and your dad on the fishing trip reminded me of when my dad and I went to Whistler.")</li> </ul>
<b>Express preferences, and expand interests 1.2.2</b>	
Reflect on personal text preferences, identify influences that have contributed to the formation of these preferences, and select strategies that may be used to expand interests in texts and text creators (a)	<ul style="list-style-type: none"> <li>• Complete and share reading inventories</li> <li>• Examine the role marketing plays in shaping popular culture</li> </ul>



## ELA 10-1

### **GO #1 Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings and experiences**

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators MAY BE used to assess student achievement for each related specific learning outcome.</i>
Expand interests in a range of literary genres and in a variety of other text types and text creators (b)	<ul style="list-style-type: none"> <li>• Graphic novels</li> <li>• Web sites</li> <li>• Advertising and promotional texts,</li> <li>• Autobiographies</li> <li>• CD-ROMs,</li> <li>• Anecdotes</li> <li>• Memoirs</li> <li>• Monologues</li> <li>• Folk songs</li> </ul>
<b>Set personal goals for language growth 1.2.3</b>	
Appraise own strengths and weaknesses as a language user and language learner; select appropriate strategies to increase strengths and address weaknesses; monitor the effectiveness of selected strategies; and modify selected strategies as needed to optimize growth (a)	<ul style="list-style-type: none"> <li>• Assess growth in writing by using a writing portfolio and portfolio reflections</li> </ul>
Set goals and identify and experiment with strategies for language growth in relation to formal and informal personal communications (b)	<ul style="list-style-type: none"> <li>• Working in a group</li> <li>• Taking a leadership role in a club</li> </ul>
Identify and access learning sources and opportunities; assess, weigh and manage risk; and demonstrate a willingness to continuously learn and grow (c)	<ul style="list-style-type: none"> <li>• Periodically review goals and assess progress (e.g., “I’m getting better at...,” “I need to continue to work on...”)</li> <li>• Demonstrate understanding of strategies available to increase success in reading and viewing</li> </ul>
<b>GO #2 Students will listen, speak, read, write, view, and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively</b>	
<b>Construct Meaning from Text and Context 2.1</b>	
<b>Discern and analyze context 2.1.1</b>	
Identify a variety of different kinds of texts, audiences and purposes for creating texts (a)	<ul style="list-style-type: none"> <li>• Purposes could include to inform, persuade, entertain or inspire; the purpose of a print advertisement is to sell a product</li> </ul>
Use features found within a text as information to describe the communication situation within which the text was created (b)	<ul style="list-style-type: none"> <li>• Use specialized terminology, jargon, acronyms and idioms within a text to describe context</li> </ul>
Describe the relationship between text and context (c)	<ul style="list-style-type: none"> <li>• Constraints of time and space</li> <li>• Issues of gender and culture</li> <li>• Whether or not the audience is present</li> </ul>
Identify the impact that personal context—experience, prior knowledge—has on constructing meaning from a text(d)	<ul style="list-style-type: none"> <li>• Show how personal <b>context</b> affects response to a <b>text</b> (e.g., “Even though this book is set in a different culture, I was surprised how much...”)</li> </ul>

## ELA 10-1

### GO #2 Students will listen, speak, read, write, view, and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators MAY BE used to assess student achievement for each related specific learning outcome.</i>
<b>Understand and interpret content 2.1.2</b>	
Use a variety of strategies to comprehend literature and other texts , develop strategies for close reading of literature to understand contextual elements (a)	<ul style="list-style-type: none"> <li>• Reading passages out loud</li> <li>• Forming questions</li> <li>• Making predictions</li> <li>• Using context to determine the connotative meanings of words</li> <li>• Using graphic organizers</li> <li>• Making annotations, for example, understanding subtext</li> </ul>
Paraphrase a text’s controlling idea, and identify supporting ideas and supporting details (b)	<ul style="list-style-type: none"> <li>• Use key ideas and relevant details from texts to create representations/responses/artifacts (e.g., apply issues, themes, and stylistic devices from texts in own writing or representing)</li> </ul>
Summarize plot of a narrative, describe setting/mood, describe development of conflict, identify theme (c)	<ul style="list-style-type: none"> <li>• Identify how the key elements of a story (e.g., setting, plot, character, tone, and theme) influence each other (e.g., elements of setting develop atmosphere, plot events contribute to theme, surprise ending may contribute to tone)</li> </ul>
Describe personality traits, motivations, attitudes, values, relationships of characters developed/ persons presented in literature/other texts; and identify how the use of archetypes adds to an appreciation of text (d)	<ul style="list-style-type: none"> <li>• Express and explain feelings, judgments, or opinions evoked by the text</li> <li>• Identify words, elements, and techniques that influence the audience’s feelings and attitudes (e.g., sound devices, imagery, suspense, dialogue, character)</li> </ul>
Describe a text creator’s tone, and relate tone to purpose and audience (e)	<ul style="list-style-type: none"> <li>• Identify how elements of poetry (e.g., rhythm, figurative language, tone, form, sound devices) contribute to construction of meaning (e.g., alliteration reinforces imagery, the sonnet structure creates contrast)</li> </ul>
Differentiate between literal and figurative statements and between imagery and nonsensory language, identify symbol, recognize familiar allusions (f)	<ul style="list-style-type: none"> <li>• Describe how the author’s use of language contributes to understanding (e.g., use of formal language gives text a sense of authority)</li> <li>• Explain how literary devices contribute to understanding (e.g., irony is used to develop contrast)</li> </ul>
Describe how images (photographs, lists, tables, graphs, charts and other displays) are developed in texts describe visual elements and aural (sound effects, music, and rhythm) elements, and describe their contributions to the meaning of texts (g)	<ul style="list-style-type: none"> <li>• Explain how visual/artistic devices (e.g., line, texture, formatting, layout, colour) create meaning (e.g., “The mixture of fonts and font sizes helped me follow the development of the topic.”)</li> </ul>
Differentiate between audience response to the content of a presentation and audience response to the performance of the presenter (h)	<ul style="list-style-type: none"> <li>• Identify purpose and audience (e.g., choose register and diction appropriate to task and audience)</li> <li>• Relate the purpose for speaking</li> <li>• Modify language, ideas, and information in relation to the needs and interests of the audience</li> </ul>
<b>Engage prior knowledge 2.1.3</b>	
Reflect on and describe strategies used to engage prior knowledge as a means of assisting comprehension of new texts; and select, monitor and modify strategies as needed (a)	<ul style="list-style-type: none"> <li>• Revise or generate a graphic organizer based on purpose for reading (e.g., for collecting ideas)</li> <li>• Use a variety of alternative sources to locate information and expand background knowledge about the topic (e.g., encyclopedia, Internet, books, articles)</li> </ul>

## ELA 10-1

### **GO #2 Students will listen, speak, read, write, view, and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively**

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators MAY BE used to assess student achievement for each related specific learning outcome.</i>
Describe own expectations for a text to be studied, by recalling prior experiences with and observations about similar contexts, content and text forms (b)	<ul style="list-style-type: none"> <li>• Brainstorm/explain what is already known about the topic and genre/form</li> <li>• Use a variety of alternative sources to locate information and expand background knowledge about the topic (e.g., encyclopedia, Internet, books, articles)</li> </ul>
Recall prior knowledge of rhetorical devices used in previously studied texts and textual elements and structures employed or developed to assist in understanding new texts (c)	<ul style="list-style-type: none"> <li>• Anecdotes and rhetorical questions</li> <li>• Characterization and narrative point of view</li> </ul>
Classify the genre/form of new texts according to attributes of genres/forms previously studied (d)	<ul style="list-style-type: none"> <li>• Use knowledge of genre and text structure to improve fluency and expression when reading aloud</li> </ul>
<b>Use reference strategies and reference technologies 2.1.4</b>	
Use a variety of appropriate reference strategies and reference technologies to aid understanding (a)	<ul style="list-style-type: none"> <li>• Formulating and refining questions</li> <li>• Exploring works cited in other references</li> <li>• Taking notes, and using library catalogues and Internet search engines</li> </ul>
Create and use own reference materials to aid understanding (b)	<ul style="list-style-type: none"> <li>• A personalized dictionary/glossary and a personalized World Wide Web/URL address list</li> </ul>
<b>Understand and appreciate textual forms, elements and techniques 2.2</b>	
<b>Relate form, structure and medium to purpose, audience and content 2.2.1</b>	
Identify a variety of text forms, including communications forms and literary forms and describe the relationships of form to purpose and content (a)	<ul style="list-style-type: none"> <li>• Letters</li> <li>• Memoranda</li> <li>• Poems</li> <li>• Narratives</li> <li>• Dramatizations</li> </ul>
Describe audience factors that may have influenced a text creator's choice of form and medium (b)	<ul style="list-style-type: none"> <li>• Age</li> <li>• Gender</li> <li>• Culture of the audience</li> </ul>
Describe a variety of organizational patterns and structural features that contribute to purpose and content (c)	<ul style="list-style-type: none"> <li>• Such as identify structures of text (e.g., body, transition, rebuttal)</li> <li>• Explain the function of a text (e.g., to entertain, provoke, speculate)</li> </ul>
Describe the characteristics of various common communications media (d)	<ul style="list-style-type: none"> <li>• Use of headlines in newspapers</li> <li>• Menus</li> <li>• Tabs in Internet Web pages</li> </ul>
<b>Relate elements, devices and techniques to created effects 2.2.2</b>	
Describe rhetorical devices (parallel structure, repetition) and stylistic techniques (use of precise denotative language and straightforward sentence structure) that create clarity, coherence and emphasis in print and nonprint texts (a)	<ul style="list-style-type: none"> <li>• Parallel structure and repetition</li> <li>• Purposeful use of precise denotative language</li> <li>• Straightforward sentence structure</li> </ul>
Describe aspects of a text that contribute to atmosphere, tone and voice (b)	<ul style="list-style-type: none"> <li>• Textual elements: such as setting, music and lighting</li> <li>• Stylistic techniques, such as: a text creator's choice of words and expressions]</li> </ul>

## ELA 10-1

### **GO #2 Students will listen, speak, read, write, view, and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively**

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators MAY BE used to assess student achievement for each related specific learning outcome.</i>
Recognize irony and satire in print and nonprint texts, and identify language used to create irony and satire (c)	<ul style="list-style-type: none"> <li>• Identify and use some typical text structures (e.g., foreshadowing, order of importance)</li> <li>• Identify and use some rhetorical devices (e.g., repetition, questions) to shape meaning in texts</li> </ul>
Describe the effects of musical devices, figures of speech and sensory details in print and nonprint texts (d)	<ul style="list-style-type: none"> <li>• Alliteration used to create emphasis</li> <li>• Metaphor used to evoke images</li> <li>• Sensory details used to evoke pathos</li> </ul>
Recognize the use of motif and symbol in print and nonprint texts (e)	<ul style="list-style-type: none"> <li>• Identify how elements of poetry (e.g., rhythm, figurative language, tone, motif, symbol, form, sound devices) contribute to construction of meaning (e.g., alliteration reinforces imagery, the sonnet structure creates contrast)</li> </ul>
Recognize use of elements of effective oral, visual and multimedia presentations and describe their effects (f)	<ul style="list-style-type: none"> <li>• Movement</li> <li>• Gesture</li> <li>• Use of space, shape and colour</li> </ul>
Identify persuasive techniques used in a variety of print and nonprint texts (g)	<ul style="list-style-type: none"> <li>• Appealing to emotion</li> <li>• Citing experts</li> </ul>
<b>Respond to a variety of print and nonprint texts 2.3</b>	
<b>Connect self, text, culture and milieu 2.3.1</b>	
Identify and consider personal, moral, ethical and cultural perspectives when studying literature and other texts; and reflect on and monitor how perspectives change as a result of interpretation and discussion (a)	<ul style="list-style-type: none"> <li>• Explain how historical and cultural factors influence ideas in the text</li> <li>• Present alternative viewpoints</li> </ul>
Respond personally and analytically to ideas developed in works of literature and other texts; analyze ways in which ideas are reflected in personal and cultural opinions, values, beliefs and perspectives (b)	<ul style="list-style-type: none"> <li>• Compile, compare, and build on the ideas of others and voice new understandings (e.g., present multiple interpretations)</li> <li>• Make and support connections between the text and personal experience (e.g., “The villagers’ actions made me uncomfortable about how easily how I can follow the group,” “The memoir about you and your dad on the fishing trip reminded me of when my dad and I went to Whistler.”)</li> </ul>
Compare choices and motives of characters and people portrayed in texts with choices and motives of self and others (c)	<ul style="list-style-type: none"> <li>• Make reasoned judgments about aspects of the text and/or the text as a whole (e.g., “That character’s motivation is believable because it’s based on trauma from childhood experiences,” “The conflict in Goobie’s The Lottery is more effective than Jackson’s “The Lottery” because...”)</li> <li>• Make and explain comparisons between a text and own ideas, beliefs, experiences, and feelings (e.g., “The character’s dilemma is similar to ...”)</li> </ul>
Identify and examine ways in which cultural and societal influences are reflected in a variety of Canadian and international texts (d)	<ul style="list-style-type: none"> <li>• Explain how historical, societal and cultural factors influence ideas in the text</li> </ul>
<b>Evaluate the verisimilitude, appropriateness and significance of print and nonprint texts 2.3.2</b>	
Identify criteria to evaluate the effectiveness of texts, monitor the effectiveness of the criteria, and modify the criteria as needed (a)	<ul style="list-style-type: none"> <li>• Use criteria to assess the adequacy, relevance and effectiveness of content and to assess the text creator’s voice and style</li> </ul>

## ELA 10-1

### **GO #2 Students will listen, speak, read, write, view, and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively**

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators MAY BE used to assess student achievement for each related specific learning outcome.</i>
Assess the appropriateness of own and others' understandings and interpretations of works of literature and other texts, by referring to the works and texts for supporting or contradictory evidence (b)	<ul style="list-style-type: none"> <li>• Use relevant details to express and justify a viewpoint present ideas and information in a purposeful and relevant way (e.g., description, narration)</li> </ul>
Describe settings and plots in terms of reality and plausibility, as appropriate (c)	<ul style="list-style-type: none"> <li>• Explain how literary elements contribute to understanding (e.g., setting creates context)</li> </ul>
Describe character and characterization in terms of consistency of behaviour, motivation and plausibility (d)	<ul style="list-style-type: none"> <li>• Explain how literary elements contribute to understanding (e.g., characterization explores motivation)</li> </ul>
Describe images in print and nonprint texts in terms of created reality and appropriateness to purpose (e)	<ul style="list-style-type: none"> <li>• Explain the function of visual/artistic devices (e.g., hyperlinks provide link to further information)</li> </ul>
Assess the significance of a text's theme or controlling idea, and the adequacy, relevance and effectiveness of its supporting details, examples or illustrations, and content in general (f)	<ul style="list-style-type: none"> <li>• Reflect on and respond to a topic/issue/theme to develop an opinion</li> </ul>
<b>Appreciate the effectiveness and artistry of print and nonprint texts 2.3.3</b>	
Use terminology appropriate to the forms studied for discussing and appreciating the effectiveness and artistry of a variety of text forms (a)	<ul style="list-style-type: none"> <li>• Describe and discuss emotions evoked by a text supported by reasons, questions, explanations, and evidence (e.g., "The sadness of the speaker grows stronger as the poem reaches its climax. The image of the dark rain made me feel...")</li> </ul>
Describe the effectiveness of various texts, including media texts, for presenting feelings, ideas and information, and for evoking response (b)	<ul style="list-style-type: none"> <li>• Describe and discuss emotions evoked by a text supported by reasons, questions, explanations, and evidence (e.g., "The sadness of the speaker grows stronger as the poem reaches its climax. The image of the dark rain made me feel...")</li> </ul>
<b>G. O. # 3 Students will listen, speak, read, write, view and represent to manage ideas and information.</b>	
<b>Determine inquiry or research requirements 3.1</b>	
<b>Focus on purpose and presentation form 3.1.1</b>	
Reflect on and describe strategies to determine the depth and breadth of inquiry or research and to identify the purpose, audience and potential forms of presentation (a)	<ul style="list-style-type: none"> <li>• Define parameters of inquiry or research</li> <li>• Analyze available resources</li> <li>• Create a timeline to guide inquiry or research</li> <li>• Understand purpose and audience</li> </ul>
Describe the purpose of inquiry or research and the scope of the inquiry or research topic; identify the target audience; and identify the potential form for the presentation of inquiry or research findings, when applicable (b)	<ul style="list-style-type: none"> <li>• Narrative, report</li> <li>• Diary entry</li> <li>• Biography</li> <li>• Identify purpose and audience (e.g. choose register and diction appropriate to task and audience)</li> <li>• Identify the purpose of the <b>text</b>, and the evidence used to support that purpose</li> </ul>

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### G. O. # 3 Students will listen, speak, read, write, view and represent to manage ideas and information.

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators MAY BE used to assess student achievement for each related specific learning outcome.</i>
<b>Plan inquiry/research and identify information needs and sources 3.1.2</b>	
Refine the purpose of inquiry or research by limiting or expanding the topic as appropriate (c)	<ul style="list-style-type: none"> <li>• Categorize and organize ideas and information using outlines and graphic organizers before and during writing/representing</li> <li>• Synthesize ideas and information from various sources to develop and support a thesis or theme</li> </ul>
Reflect on and describe strategies for developing an inquiry or research plan that will foster understanding, select and monitor appropriate strategies, and modify strategies as needed to plan inquiry or research effectively (a)	<ul style="list-style-type: none"> <li>• Use a research journal to keep and record reflections on the research process</li> <li>• Clarify thinking</li> <li>• Revisit initial perceptions</li> <li>• Ask questions that lead to new research</li> </ul>
Develop an appropriate inquiry or research plan that will address the topic and satisfy contextual requirements—purpose, audience and situation—and requirements of presentation form (b)	<ul style="list-style-type: none"> <li>• Unify writing with a controlling purpose</li> <li>• Explore and respond to ideas and information through various forms of informational writing, including impromptu</li> <li>• Write information text that accomplishes a clearly stated purpose (e.g., instructions to be followed; includes details to support a thesis)</li> </ul>
Determine the breadth and depth of prior knowledge, and formulate questions to determine information needs and to guide the collection of required information (c)	<ul style="list-style-type: none"> <li>• Speculate possible new directions regarding a topic or issue</li> <li>• Create representations that convey information and/or emotion for a specific purpose and audience</li> </ul>
Identify information sources intended to fill gaps between prior knowledge and required information (d)	<ul style="list-style-type: none"> <li>• Demonstrate imaginative connections to personal feelings, experiences, and opinions</li> <li>• Consider prior knowledge and other sources (e.g., writing about what they know and care about, building on others’ ideas)</li> <li>• Research from a variety of sources</li> </ul>
Identify and select potential strategies and technologies for gathering, generating and recording information (e)	<ul style="list-style-type: none"> <li>• Outlining</li> <li>• Webbing,</li> <li>• Taking notes in point form</li> <li>• Recording sources accurately during information gathering</li> <li>• Writing direct quotations correctly</li> <li>• Bookmarking Internet sites</li> </ul>
<b>Follow a plan of inquiry 3.2</b>	
<b>Select, record and organize information 3.2.1</b>	
Reflect on and describe strategies that may be used to select, record and organize information; select and monitor appropriate strategies; and modify selected strategies as needed (a)	<ul style="list-style-type: none"> <li>• Categorize and organize ideas and information using outlines and graphic organizers before and during writing/representing</li> <li>• Generate, collect, and develop ideas in a variety of ways (e.g., brainstorming, free-writing, interviewing)</li> </ul>
Select information and other material appropriate to purpose from a variety of print and nonprint sources (b)	<ul style="list-style-type: none"> <li>• Museums, archives, government agencies, periodicals, microfiche, Internet, CD-ROMs, films, television and radio broadcasts, interviews, surveys, print and online encyclopedias</li> </ul>
Record information accurately and completely; and document and reference sources, as appropriate (c)	<ul style="list-style-type: none"> <li>• Document direct quotations, others’ ideas and arguments, maps, charts, statistics, pictures and diagrams from books, magazines, bibliographies, newspapers, audiovisual materials, electronic sources, interviews and films to avoid plagiarism</li> </ul>
Organize information logically (d)	<ul style="list-style-type: none"> <li>• By question, by category, by chronology or by cause and effect</li> </ul>

## ELA 10-1

### GO #3 Students will listen, speak, read, write, view, and represent to manage ideas and information

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Observe guidelines for internet use (e)	<ul style="list-style-type: none"> <li>• Keep passwords, telephone numbers and addresses confidential</li> <li>• Visit appropriate sites</li> <li>• Respect copyright</li> <li>• Observe rules for citing Internet sources, following correct procedures to avoid plagiarism</li> </ul>
<b>Evaluate sources, and assess information 3.2.2</b>	
Reflect on and describe strategies to evaluate information sources for credibility and bias and for quality; and select, monitor and modify strategies as needed to evaluate sources and detect bias (a)	<ul style="list-style-type: none"> <li>• Make reasoned judgements about aspects of the text and/or text as a whole (e.g. “That character’s motivation is believable because it’s based on trauma from childhood experiences,” “The conflict in Goobie’s <i>The Lottery</i> is more effective than Jackson’s <i>The Lottery</i> because...)</li> </ul>
Assess information sources for appropriateness to purpose, audience and presentation form (b)	<ul style="list-style-type: none"> <li>• Make judgments about accuracy of information in texts (e.g., “This chapter on genetics is inaccurate because it was written in 1999. A more recent article indicates...”)</li> </ul>
Assess the accuracy, completeness, currency and relevance of information selected from sources; and assess the appropriateness of the information for purpose (c)	<ul style="list-style-type: none"> <li>• Assess the effectiveness of ideas and information (e.g., identify and provide evidence of bias, trace the logic of an argument)</li> </ul>
Identify and describe possible biases of sources (d)	<ul style="list-style-type: none"> <li>• Possible biases of text creators</li> <li>• Explain the influence of context on text (e.g., the impact of culture and religion on a character’s behaviour)</li> </ul>
<b>Form generalizations and conclusions 3.2.3</b>	
Form generalizations by integrating new information with prior knowledge (a)	<ul style="list-style-type: none"> <li>• Integrate new information into existing knowledge and beliefs (e.g., acknowledge, explain, and recognize the legitimacy of a position different from the reader’s)</li> </ul>
Draw conclusions that are appropriate to findings, reflect own understandings and are consistent with the identified topic, purpose and situation (b)	<ul style="list-style-type: none"> <li>• Consider shifts in meaning based on different contexts (e.g., contrast universal theme in a text to contextual influences on characters)</li> </ul>
Distinguish between support and generalization, and provide support for generalizations and conclusions (c)	<ul style="list-style-type: none"> <li>• Use relevant details to express and justify a viewpoint</li> <li>• Finish with a logical conclusion/effective ending</li> </ul>
<b>Review inquiry or research process and findings 3.2.4</b>	
Reflect on and assess the effectiveness of strategies used to guide inquiry or research (a)	<ul style="list-style-type: none"> <li>• Effective use of time</li> <li>• Use relevant details to express and justify a viewpoint</li> <li>• Speculate possible new directions regarding a topic or issue</li> </ul>
Identify strategies to improve future inquiry or research, and monitor the effectiveness of these strategies (b)	<ul style="list-style-type: none"> <li>• Write information text that accomplishes a clearly stated purpose (e.g., instructions to be followed; includes details to support a thesis)</li> </ul>
Review the appropriateness, accuracy and significance of findings, conclusions and generalizations drawn from gathered data and information; prepare a detailed record of references; determine how best to share the information; and determine next steps, if any (c)	<ul style="list-style-type: none"> <li>• Acknowledge sources of information when creating texts (e.g., print, web-based)</li> <li>• Cite research information, ideas, and quotations in a consistent and ethical manner</li> </ul>

## ELA 10-1

### GO #3 Students will listen, speak, read, write, view, and represent to manage ideas and information

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators is used to assess student achievement for each related specific learning outcome. Students who have fully met the specific learning outcomes are able to:</i>
Seek feedback from others and use own reflections to evaluate the entire inquiry or research process, strive for craftsmanship and accuracy, and take pride in efforts and accomplishments (d)	<ul style="list-style-type: none"> <li>• Identify strengths and areas for growth as authors using vocabulary from class-developed and/or other criteria (e.g., “I’m good at finding evidence, but I need to work on incorporating it effectively.”)</li> <li>• Periodically review goals and assess progress (e.g., “I’m getting better at...,” “I need to continue to work on...”)</li> </ul>
<b>GO #4 Students will listen, speak, read, write, view, and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication</b>	
<b>Develop and present a variety of print and nonprint texts 4.1</b>	
Assess text creation context 4.1.1	
Reflect on the purposes for text creation and on own motives for selecting strategies to engage an audience, and consider potential consequences of choices regarding text creation (a)	<ul style="list-style-type: none"> <li>• To inform, explain, persuade, entertain or inspire</li> <li>• To communicate information, promote action or build relationships</li> <li>• Follow-up action may be required to clarify information</li> <li>• Position may need to be defended and opposing viewpoints addressed</li> <li>• Tone and style must be appropriate for intended audience</li> </ul>
Identify purpose and target audience for text creation, and select strategies to accomplish purpose and engage audience (b)	<ul style="list-style-type: none"> <li>• Plan a campaign—public relations, advertising or lobbying—identifying the text forms to be used to influence the attitudes of the audience with respect to the chosen issue</li> </ul>
Describe and address audience factors that affect text creation (c)	<ul style="list-style-type: none"> <li>• Age, prior knowledge, gender, culture, values, interests, attitudes, position of authority and power of decision</li> </ul>
Describe expectations and constraints of a communication situation, including assignment parameters, expected standards of quality and availability of resources; and select strategies to address expectations and constraints (d)	<ul style="list-style-type: none"> <li>• Paraphrase assignment instructions to identify tasks</li> <li>• Seek clarification regarding teacher expectations</li> <li>• Assessment criteria related to quality standards</li> <li>• Assess supplies and resources needed</li> <li>• Develop a work plan for completion, which includes a timeline</li> </ul>
Consider and address form, structure and medium 4.1.2	
Select a text form appropriate to the purpose for text creation and consistent with the content to be presented in the text (a)	<ul style="list-style-type: none"> <li>• Select a photo essay to demonstrate a personal or critical/analytical response to poetry or other literature when the content to be presented is well suited to the creation of a visual text</li> </ul>
Identify and use structures consistent with form, content and purpose when creating texts (b)	<ul style="list-style-type: none"> <li>• Chronological order to structure events in a narrative</li> <li>• Juxtaposed images to suggest contrast in a poster</li> </ul>
Explore the interplay among medium, content and context (c)	<ul style="list-style-type: none"> <li>• Explore the use of an electronic slide show to make a classroom presentation in terms of whether or not it is an effective way to communicate information</li> </ul>
Understand the concept of convention; and apply it to oral, print, visual and multimedia text forms when appropriate (d)	<ul style="list-style-type: none"> <li>• Understand the common conventions of a modern play script -include dialogue, stage directions, and directions for lighting and sound effects when creating a script, as appropriate</li> </ul>
Develop content 4.1.3	
Take ownership of text creation, by selecting or crafting a topic, concept or idea that is personally meaningful and engaging (a)	<ul style="list-style-type: none"> <li>• Explore and respond to ideas and information through various forms of informational writing, including impromptu</li> <li>• Reflect on and respond to a topic/issue/theme to develop an opinion</li> </ul>



## ELA 10-1

### **GO #4 Students will listen, speak, read, write, view, and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication**

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators MAY BE used to assess student achievement for each related specific learning outcome.</i>
Recognize and assess personal variables and contextual variables that influence the selection of a topic, concept or idea; and address these variables to increase the likelihood of successful text creation (b)	<ul style="list-style-type: none"> <li>• Personal and experience and prior knowledge</li> <li>• Availability of time and resources</li> </ul>
Establish a focus for text creation, and communicate scope by framing an effective controlling idea or describing a strong unifying effect (c)	<ul style="list-style-type: none"> <li>• Identify and restate main points in order to clarify meaning</li> <li>• Synthesize ideas and information from various sources to develop and support a thesis or theme</li> </ul>
Develop supporting details, by using developmental aids appropriate to form and purpose (d)	<ul style="list-style-type: none"> <li>• Use charts to collect and assemble details in creating character comparisons when developing a comparison and contrast essay, or use a think-aloud reading strategy to make notes from informational text when writing a summary</li> </ul>
Develop content appropriate to purpose (e)	<ul style="list-style-type: none"> <li>• Relate supporting information and examples to conclusions when creating a written or oral report</li> <li>• Relate imagery, figurative language and musical devices to purpose when developing a poem</li> </ul>
Develop content appropriate to audience and situation (f)	<ul style="list-style-type: none"> <li>• Use descriptive details to capture events in a narrative</li> <li>• Craft rich visual images to develop a video that will engage an audience</li> </ul>
Incorporate effective examples from personal experience, concepts and ideas from exploration, and findings from inquiry and research into created texts, when appropriate (g)	<ul style="list-style-type: none"> <li>• Incorporate visual aids in a prepared speech and taped sound effects in a dramatization of a scene from a play</li> </ul>
<b>Use production, publication and presentation strategies and technologies consistent with context 4.1.4</b>	
Meet particular production, publication and display requirements for print texts and explain requirements in light of purpose, audience and situation (a)	<ul style="list-style-type: none"> <li>• Adhere to a particular manuscript style when creating a research paper</li> </ul>
Develop presentation materials; and select strategies and technologies appropriate to purpose, audience and situation (b)	<ul style="list-style-type: none"> <li>• Use technologies such as presentation software, videos, CD-ROMs, DVDs, audiotaped interviews and handouts</li> </ul>
Develop and deliver oral, visual and multimedia presentations, using voice production factors, nonverbal factors and visual production factors appropriate to purpose, audience and situation (c)	<ul style="list-style-type: none"> <li>• Volume, tone and stress</li> <li>• Gestures, posture, distance and eye contact</li> <li>• Colour and contrast</li> </ul>
Experiment with various strategies to create rapport between the presenter and the audience (d)	<ul style="list-style-type: none"> <li>• Ask questions to involve the audience</li> </ul>

## ELA 10-1

### GO #4 Students will listen, speak, read, write, view, and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators MAY BE used to assess student achievement for each related specific learning outcome.</i>
<b>Improve thoughtfulness, effectiveness and correctness of communication 4.2</b>	
<b>Enhance thought and understanding and support and detail 4.2.1</b>	
Review the controlling idea or desired unifying effect of a text in progress for clarity and focus and modify the controlling idea or desired unifying effect as appropriate to meet the intended purpose (a)	<ul style="list-style-type: none"> <li>• Rehearsal, mock-up or draft</li> </ul>
Review the accuracy, specificity and precision of details, events, images, facts or other data intended to support a controlling idea or to develop a unifying effect; and add to details, events, images, facts or other data as needed to provide sufficient support or development (b)	<ul style="list-style-type: none"> <li>• Assess the effectiveness of ideas and information (e.g., identify and provide evidence of bias, trace the logic of an argument)</li> </ul>
Detect and correct logical fallacies (c)	<ul style="list-style-type: none"> <li>• Describe bias in others' thinking (e.g., Student writes, "In 'The Insect Play' it is clear that each group has a different value system; the beetles...")</li> </ul>
Review own critical/analytical response to literature for plausibility, appropriateness of interpretations, and precision, completeness and relevance of evidence; and revise interpretations and evidence, as necessary (d)	<ul style="list-style-type: none"> <li>• Develop extensions or revisions of texts (e.g., suggest alternative and/or creative outcomes, integrate a different perspective)</li> <li>• Compare diverse perspectives (e.g., Student writes, "When I watched the debate, the politician did not address the voters' concerns.")</li> </ul>
<b>Enhance organization 4.2.2</b>	
Assess the beginning of a text in progress, and revise it as needed to establish purpose (a)	<ul style="list-style-type: none"> <li>• The exposition of a narrative, the initial stanza or opening lines of a poem, or the introduction of a written or oral report</li> </ul>
Review the organizational components of a text in progress and revise them as needed to strengthen their effectiveness as units of thought or experience (b)	<ul style="list-style-type: none"> <li>• Paragraphs</li> <li>• Scenes</li> <li>• Steps in a process</li> </ul>
Review the closing of a text in progress, and revise it as needed to strengthen its relationship to purpose and to establish a sense of developed understanding (c)	<ul style="list-style-type: none"> <li>• Unify writing with a controlling purpose finish with a logical conclusion/effective ending</li> </ul>
Assess relationships among controlling idea, supporting ideas and supporting details; and strengthen relationships as needed to enhance the unity of texts (d)	<ul style="list-style-type: none"> <li>• Use key ideas and relevant details from texts to create representations/responses (e.g., apply issues, themes, and stylistic devices from texts in own writing or representing)</li> <li>• Review and confirm organization (e.g., sequencing, transitions, development of ideas)</li> </ul>
Assess transitions and transitional devices, and revise them as needed to strengthen coherence (e)	<ul style="list-style-type: none"> <li>• Assess the use of repetition and balance in an essay, or fade-outs and dissolves in a video production, to create smooth transitions between elements in a text</li> </ul>

## ELA 10-1

### **GO #4 Students will listen, speak, read, write, view, and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication**

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators MAY BE used to assess student achievement for each related specific learning outcome.</i>
<b>Consider and address matters of choice 4.2.3</b>	
Reflect on personal vocabulary and repertoire of stylistic choices and on their effectiveness; and expand vocabulary and repertoire of stylistic choices (a)	<ul style="list-style-type: none"> <li>• Apply increasingly sophisticated vocabulary experiment with word choice and phrasing based on audience and purpose (e.g., use terms specific to persuasion)</li> </ul>
Use words and expressions appropriately (b)	<ul style="list-style-type: none"> <li>• Use words with straightforward denotations to strengthen clarity in informative and persuasive texts</li> <li>• Use words with connotative meanings to evoke images in poetry and narrative texts</li> </ul>
Use a variety of sentence patterns and structures appropriately and effectively (c)	<ul style="list-style-type: none"> <li>• Use straightforward sentence structures to strengthen clarity in informative and persuasive texts</li> <li>• Use short sentences to create emphasis or to indicate action in narrative texts</li> </ul>
Describe the effects of own use of stylistic techniques and rhetorical devices (d)	<ul style="list-style-type: none"> <li>• Describe the clarity achieved by arranging words and phrases in lists</li> <li>• Describe the emphasis created by using repetition, balance or parallel structure</li> <li>• Describe the audience effects achieved by using visual elements and sounds in presentations and multimedia texts</li> </ul>
Recognize personal voice in texts created; and continue to develop personal craft through practice, using various methods (e)	<ul style="list-style-type: none"> <li>• Write purposeful, creative texts that have an impact on audience</li> <li>• Craft figurative language to enhance meaning and emotion</li> </ul>
<b>Edit text for matters of correctness 4.2.4</b>	
Use handbooks and other tools, including electronic tools, as resources to assist with text creation (a)	<ul style="list-style-type: none"> <li>• Dictionaries, thesauri, spell checkers and handbooks</li> </ul>
Know and be able to apply capitalization and punctuation conventions correctly (b)	<ul style="list-style-type: none"> <li>• Use standard punctuation, including commas, semi-colons, and quotation marks, and capitalization to communicate clearly</li> </ul>
Know and be able to apply spelling conventions consistently and independently (c)	<ul style="list-style-type: none"> <li>• Employ knowledge of spelling rules and word patterns to correct spelling errors</li> </ul>
Identify and be able to use parts of speech correctly (d)	<ul style="list-style-type: none"> <li>• Use coordinating and subordinating conjunctions to create compound, complex, and compound-complex sentence structures</li> <li>• Maintain subject-verb agreement and pronoun-antecedent agreement</li> <li>• Maintain consistent verb tense</li> </ul>
Identify parts of the sentence in own and others' texts (e)	<ul style="list-style-type: none"> <li>• Maintain subject-verb agreement and pronoun-antecedent agreement</li> </ul>
Review and revise texts in progress to correct common sentence faults—comma splice, run-on sentence and unintended sentence fragment (f)	<ul style="list-style-type: none"> <li>• Edit and proofread for clarity, spelling, and punctuation, and overall appearance</li> <li>• Reconsider or review for specific features or established criteria (e.g., supporting details, sentence variety, effectiveness of visual elements)</li> </ul>
Know and be able to use common sentence structures correctly— simple, compound, complex and compound-complex (g)	<ul style="list-style-type: none"> <li>• Use a variety of sentence lengths and structures</li> </ul>

## ELA 10-1

### **GO #4 Students will listen, speak, read, write, view, and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication**

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators MAY BE used to assess student achievement for each related specific learning outcome.</i>
Pay particular attention to punctuation, spelling, grammar, usage and sentence construction when using unfamiliar vocabulary, complex syntax and sophisticated rhetorical devices (h)	<ul style="list-style-type: none"> <li>• Employ knowledge of spelling rules and word patterns to correct spelling errors</li> <li>• Standard punctuation, including commas, semi-colons, and quotation marks, and capitalization to communicate clearly</li> </ul>
Assess strengths and areas of need (i)	<ul style="list-style-type: none"> <li>• Develop a checklist of skills mastered and skills to be developed</li> <li>• Set goals for language growth</li> </ul>

### **G. O. # 5 Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.**

#### **Respect others and strengthen community 5.1**

##### Use language and image to show respect and consideration 5.1.1

Monitor own use of verbal and nonverbal communication in order to convey respect and consideration, as appropriate (a)	<ul style="list-style-type: none"> <li>• Use euphemism and body language appropriately and sensitively</li> </ul>
Analyze and describe language and images used in literature and other texts to convey respectful and considerate, or disrespectful and inconsiderate, perspectives and attitudes (b)	<ul style="list-style-type: none"> <li>• Stereotyping that contributes to negative portrayals of characters in literature and persons in life</li> </ul>
Analyze and describe positive or negative portrayals of characters in literature and persons in life, and be sensitive to the feelings of others (c)	<ul style="list-style-type: none"> <li>• Make and explain comparisons between a text and own ideas; e.g. beliefs, experiences, and feelings (e.g., “The character’s dilemma is similar to ...”)</li> </ul>
Analyze and describe verbal and nonverbal communication that contributes to the inclusion or exclusion of individuals involved in a communication situation, and use verbal and nonverbal communication that is inclusive of other individuals (d)	<ul style="list-style-type: none"> <li>• Use allusions and acronyms that will be familiar to an audience, and use gender inclusive nouns and pronouns</li> </ul>
Differentiate between constructive criticism and ridicule, and between irony and sarcasm (e)	<ul style="list-style-type: none"> <li>• Seek clarification by asking questions</li> </ul>

##### Appreciate diversity of expression, opinion and perspective 5.1.2

Appreciate diversity of thought and expression, select and monitor appropriate strategies for appreciating diversity, and modify selected strategies as needed (a)	<ul style="list-style-type: none"> <li>• Express opinions and ideas and encourage the opinions and ideas of others (e.g., invite participation, acknowledge other perspectives, build on the ideas of others)</li> </ul>
Describe the ways in which selected works of literature and other print and nonprint texts influence individual and group values and behaviours (b)	<ul style="list-style-type: none"> <li>• Explain how reaction to the text reinforces the message (e.g., “I shuddered when I learned about the genocide...”)</li> <li>• Express and explain feelings, judgments, or opinions evoked by the text</li> </ul>
Identify the underlying assumptions reflected in the ideas and opinions presented in a text (c)	<ul style="list-style-type: none"> <li>• Make judgments about the effectiveness of the text (e.g., in relation to purpose, ideas, techniques, consistent tone)</li> </ul>

## ELA 10-1

### G. O. # 5 Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators MAY BE used to assess student achievement for each related specific learning outcome.</i>
<b>Recognize accomplishments and events 5.1.3</b>	
Use language and image to honour own and others' accomplishments (a)	<ul style="list-style-type: none"> <li>• Celebrate together when classmates have accomplished a particular task or produced, published or presented a particular text</li> <li>• Celebrate the completion of a portfolio with family and friends by holding a "portfolio launch"</li> </ul>
Identify formal and informal ways in which language and image are used appropriately to honour people and to celebrate events (b)	<ul style="list-style-type: none"> <li>• Eulogy, toast and public service announcements</li> </ul>
<b>Work within a group 5.2</b>	
<b>Cooperate with others, and contribute to group processes 5.2.1</b>	
Set appropriate personal goals for participation in a group; respect, be open to, and be supportive of the thoughts, opinions and contributions of others in a group; and share personal knowledge, expertise and perspectives with others, as appropriate (a)	<ul style="list-style-type: none"> <li>• Share and support group roles and responsibilities to achieve purpose and goals (e.g., analyse tasks, generate a plan, designate roles)</li> <li>• Express opinions and ideas and encourage the opinions and ideas of others (e.g., invite participation, acknowledge other perspectives, build on the ideas of others)</li> </ul>
Reflect on and describe strategies used to negotiate, coordinate and cooperate with others; select appropriate strategies for negotiating, coordinating and cooperating with others; monitor selected strategies; and modify selected strategies as needed to accomplish group goals (b)	<ul style="list-style-type: none"> <li>• Collaborate with members of a group (e.g., listen and speak respectfully, ask questions take turns, cooperate, disagree courteously) to achieve a common purpose (e.g., organize information from web search, discuss cultural influences)</li> </ul>
Ensure that a team's purpose and objectives are clear (c)	<ul style="list-style-type: none"> <li>• Share and support group roles and responsibilities to achieve purpose and goals (e.g., analyse tasks, generate a plan, designate roles)</li> </ul>
<b>Understand and evaluate group processes 5.2.2</b>	
Develop and use criteria to monitor and assess group processes (a)	<ul style="list-style-type: none"> <li>• Division of labour and time management</li> </ul>
Understand the various potential roles and responsibilities of group members, and appreciate the contribution that these roles make to group processes (b)	<ul style="list-style-type: none"> <li>• Researcher and presenter</li> <li>• Director and participant</li> <li>• Chairperson, recorder and timekeeper</li> <li>• Roles of Aboriginal Elders in teaching about the medicine wheel and about respect, humility, kindness, sharing, honesty, faith and perseverance</li> </ul>
Identify and use various means to facilitate completion of group projects (c)	<ul style="list-style-type: none"> <li>• Establish clear purposes and procedures for solving problems, monitor progress, and make modifications to meet stated objectives</li> </ul>
Analyze the function of teamwork tools and use such tools as appropriate (d)	<ul style="list-style-type: none"> <li>• Checklists, role descriptors, timelines and flow charts, whiteboards for brainstorming, electronic list servers, agendas, and meeting notes</li> </ul>

## ELA Diploma 30-1 Part A (writing)

ELA Diploma 30-1 Writing –Test Blueprint		
Reporting Category – scoring category	Looking For...	Description of Writing Assignments
<b>Ideas and Impressions</b> 2.1, 2.2, 2.3, 4.1	The student is required to reflect on and explore ideas and impressions prompted by the texts and the topic.	The <b>Personal Response to Texts Assignment</b> requires the student to respond personally, creatively, and/or analytically to the content and contexts of a variety of texts while exploring ideas and impressions that the student may also consider in the Critical / Analytical Response to Literary Texts Assignment.
<b>Presentation</b> 3.1, 3.2, 4.1, 4.2	The student is required to select an appropriate and effective prose form—to convey impressions, to explore ideas, and to create a strong unifying effect and voice—and to communicate clearly	
Each reporting category is worth 10%. This writing component is worth 20% of the Diploma Exam		
Reporting Category	Looking For...	Description of Writing Assignments
<b>Thought and Understanding</b> 2.1, 2.2, 2.3, 3.2, 4.1,4.2	The student is required to address the topic by demonstrating an understanding of the ideas developed by the text creator(s), and by analyzing and explaining the personality traits, roles, relationships, motivations, attitudes, and values of characters developed and presented in literary text(s).	The <b>Critical / Analytical Response to Literary Texts Assignment</b> sets a specific writing topic but allows the student to choose relevant literary text(s) and a method of development, and to select supporting details from the chosen literary text(s). The Critical / Analytical Response to Literary Texts Assignment requires the student to understand literal and implied meanings in the chosen text(s) and to synthesize thoughts clearly and express ideas effectively and correctly in writing.
<b>Supporting Evidence</b> 2.1, 2.2, 2.3, 4.1,4.2	The student is required to present relevant support and evidence from a literary text (or texts) to support ideas. Significant appropriate evidence skillfully used is required to create an effective and convincing response.	
<b>Form and Structure</b> 2.2, 3.1, 4.1, 4.2	The student is required to develop a coherent, unified composition by choosing an appropriate method to create a unified effect. A controlling idea may be implicit or explicit within the composition.	
<b>Matters of Choice</b> 4.2	The student is required to demonstrate a repertoire of stylistic choices and vocabulary in a deliberate, precise, and controlled manner.	
<b>Matter of Correctness</b> 4.2	The student is required to write clearly and correctly, while appropriately applying the conventions for written language.	
Thought/Understanding and Supporting Evidence are 7.5% each the other categories are worth 5% each. This writing component is worth 30% of the Diploma Exam		

## ELA Diploma 30-1 Part B (reading)

Reporting Category	Form Literal Understandings	Infer, Apply, & Analyze	Assess & form generalizations	TOTAL ITEMS (70 items - 50%)	Types of Reading Passages
Construct meaning form content and context, and engage contextual knowledge (2.1)	(5-15 items total)	30-40 items total)	(15-25 items total)	30-40 items	Texts are chosen for their literary merit and represent the reading standard expected of ELA 30-1- graduates. Text selections reflect the <i>minimum 1/3 Canadian texts</i> required. Text types include excerpts from extended texts- novel, book-length non-fiction, modern drama and Shakespearean Drama and shorter texts- poetry, short story, visual texts, persuasive, personal, expository, biographical, and autobiographical essays, and popular non-fiction (news articles, reviews, interviews). Some questions will be linked to more than one reading- they will ask students to consider two or more readings connected in theme.
Relate textual forms, elements, and techniques to content, purpose, and effect.(2.2, 2.3.3)				15-25 items	
Connect self, culture and milieu to text and text creators (2.3.1, 2.3.2)				5-15 items	

Numbers of items and percentages are approximate and will vary depending on the readings chosen.

Part B is worth 50% of the total ELA 30-1 Diploma Exam Mark.