

ELA 20-1

CURRICULUM PACKAGE

*Creating
Futures*



2012

CONTENTS

MINIMUM REQUIREMENTS FOR TEXT STUDY	4
CANADIAN LITERATURE REQUIREMENTS	4
MINIMUM REQUIREMENTS: TEXT CREATION.....	5
STUDENT PROFILES FOR SENIOR ENGLISH LANGUAGE ARTS	6
ELA 20-1	8
ELA Diploma 30-1 Part A (writing)	23
ELA Diploma 30-1 Part B (reading).....	24

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
EXTENDED TEXTS	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			
SHORTER TEXTS	Poetry (including song)	A variety required					
	Short Story	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.

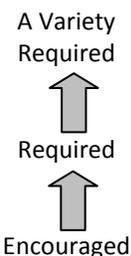
MINIMUM REQUIREMENTS: TEXT CREATION

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
PERSONAL RESPONSE	To texts	Emphasis Required	Emphasis Required	Emphasis Required	Required	Required	Required
	To contexts	Required	Required	Required	Emphasis Required	Emphasis Required	Emphasis Required
CRITICAL/ANALYTICAL RESPONSE	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
PROSE	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
POETRY		Required	Encouraged	Encouraged	Required	Encouraged	Encouraged
SCRIPT		Encouraged	Required	Encouraged	Encouraged	Required	Encouraged
ORAL/VISUAL/MULTIMEDIA PRESENTATION★★		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
BIG IDEA	<ul style="list-style-type: none"> • Students who are interested in the study, creation and analysis of literary texts • Aspire to careers that involve the development, production, teaching and study of more complex texts. 	<ul style="list-style-type: none"> • Students who are interested in the study of popular culture and real world contexts • Aspire to post-secondary education but not necessarily careers related to ELA. 	<p><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></p> <ul style="list-style-type: none"> • Students who are still developing communication skills for functional literacy, bridge to -2 stream • Aspire to develop functional literacy • Aspire to move into -2 stream • Key feature is to get students to take responsibility for their own learning • Emphasis on strategies for learning • Students need to have choice and learn to set goals for improvement. • Talk is reinforced • Of prime importance is the transferability and practicality of skills. • Develop skills and strategies that enable them to create, enjoy, appreciate, evaluate, use and critique texts through which ideas and images are created.

STUDENT PROFILES FOR SENIOR ENGLISH LANGUAGE ARTS

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

ELA 20-1

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>
Discover possibilities 1.1	
Form tentative understandings, interpretations and positions 1.1.1	
Generate and experiment with strategies that contribute to forming tentative understandings, interpretations and positions (a)	<ul style="list-style-type: none"> • Posing questions • Suspending judgement as appropriate recognizing that initial interpretations and positions may be inaccurate and incomplete • Recognizing that texts may be inaccurate, misleading or ambiguous
Assess the potential of understandings, interpretations and positions on ideas and issues communicated by literature and other texts by connecting own and others' explorations, and by exploring additional aspects of these texts (b)	<ul style="list-style-type: none"> • Make and support connections between the text and personal experience (e.g., "Torvald's protective attitude toward Nora is as complicated as my friendship with Cass," "Brian's sonnet shed light on my attitude toward death.")
Experiment with language, image and structure 1.1.2	
Experiment with language, image and structure to create different effects in particular situations and for particular purposes and audiences (a)	<ul style="list-style-type: none"> • Present the same information to two different audiences, • Make appropriate changes to the content to suit the audiences
Experiment with a variety of strategies, activities and resources to explore ideas, observations, opinions, experiences and emotions (b)	<ul style="list-style-type: none"> • Stream-of-consciousness writing and free verse poetry, exploratory talk and improvisation
Extend Awareness 1.2	
Consider new perspectives 1.2.1	
Select appropriate strategies to extend awareness and understanding of new perspectives, monitor their effectiveness, and modify them as needed (a)	<ul style="list-style-type: none"> • Record new understandings in a learning log • Develop new group perspectives using a fish bowl organization
Compare own ideas, perspectives and interpretations with those of others, through a variety of means, to expand perceptions and understandings when exploring and responding to texts (b)	<ul style="list-style-type: none"> • Pro-con charts • Alternative Internet search engines • Comparison tables • Think-pair-share charts
Express preferences, and expand interests 1.2.2	
<ul style="list-style-type: none"> • 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"> • Complete and share reading inventories • Examine the role marketing plays in shaping popular culture

ELA 20-1

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 genres and in a variety of texts and text creators, and explain how the content and style of various texts appeal to audiences with particular interests and preferences (b)	<ul style="list-style-type: none"> • Various versions of the same text
Set personal goals for language growth 1.2.3	
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"> • Assess growth in writing by using a writing portfolio and portfolio reflections
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"> • Auditioning for a play • Applying to be a volunteer
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"> • Set new goals and create a plan for implementation (e.g., “When I read poetry, I’m going to pay more attention to...”) • Periodically review goals and assess progress (e.g., “I’m getting better at...,” “I need to continue to work on...”)
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	
Construct Meaning from Text and Context 2.1	
Discern and analyze context 2.1.1	
Describe the text creator’s purpose, and analyze the target audience (a)	<ul style="list-style-type: none"> • Evaluate the author’s logic and quality of evidence (e.g., “I was impressed by the strong evidence that modern plastics might be more environmentally friendly than paper. The author uses four different examples...”)
Describe how societal forces can influence the production of texts (b)	<ul style="list-style-type: none"> • Current issues and trends
Explain the relationship between text and context in terms of how elements in an environment can affect the way in which a text is created (c)	<ul style="list-style-type: none"> • The historical context in which the text is written; gender-biased language can provide information about the context in which a text was created in terms of dominant culture
Identify the impact that personal context—experience, prior knowledge—has on constructing meaning from a text (d)	<ul style="list-style-type: none"> • Show how personal context affects response to a text (e.g., “Even though this book is set in a different culture, I was surprised how much...”) • Identify context (e.g., audience, purpose, situation)

ELA 20-1

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>
Understand and interpret content 2.1.2	
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"> • Reading passages out loud • Forming questions • Making predictions • Using context to determine the connotative meanings of words • Using graphic organizers • Making annotations, for example, understanding subtext
Describe how supporting ideas and supporting details strengthen a text’s controlling idea (b)	<ul style="list-style-type: none"> • Ask questions to clarify views or ideas of others organize information around key ideas or questions
Describe the relationships among plot, setting, character, atmosphere and theme when studying a narrative (c)	<ul style="list-style-type: none"> • 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)
Compare the personality traits, roles, relationships, motivations, attitudes, values and archetypal qualities, when appropriate, of characters developed/persons presented in literature and other texts (d)	<ul style="list-style-type: none"> • Make reasoned judgments about aspects of the text and/or the text as a whole (e.g., “The characters of <i>Obasan</i> are more conflicted than those in <i>The Jade Peony</i>, but both novels shed light on the immigrant experience,” “Patrick Lane’s use of colloquial language enhances the realism of his poetry.”)
Describe a text creator’s tone and register; and identify the moral and ethical stance communicated by a text (e)	<ul style="list-style-type: none"> • Identify how elements of poetry (imagery, sound devices, figurative language, tone, form, rhythm) contribute to the construction of meaning (e.g., how an image of a flaming match can suggest immediacy of desire, how the structure of the sonnet underscores the theme)
Interpret figurative language, symbol and allusions; recognize imagery; and explain how imagery contributes to atmosphere, characterization and theme in a text s (f)	<ul style="list-style-type: none"> • Identify how elements of poetry (imagery, sound devices, figurative language, tone, form, rhythm) contribute to the construction of meaning (e.g., how an image of a flaming match can suggest immediacy of desire, how the structure of the sonnet underscores the theme)
Analyze visual and aural elements, and explain how they contribute to the meaning of texts (g)	<ul style="list-style-type: none"> • Identify visual content that affects the viewer’s response (e.g., “Seeing the effects of the Rwandan genocide made me realize how angry Romeo Dallaire was that...,” “The tableau Sandy’s group presented caused me to question my own motives.”)
Describe the relationship between audience response to the content of a presentation and audience response to the performance of the presenter r (h)	<ul style="list-style-type: none"> • Create representations that convey information and/or emotion for a specific purpose and audience
Engage prior knowledge 2.1.3	
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"> • Compare the ideas expressed in the text to ideas from other sources (e.g., prior knowledge, partner talk, class discussions, secondary texts, media sources)
Assess personal expectations for texts to be studied in light of prior experiences with and observations about similar contexts, content and text forms (b)	<ul style="list-style-type: none"> • Generate and integrate new ideas (e.g., suggest an alternative approach; articulate personal change; based on new understanding/information, suggest what is missing in other texts)

ELA 20-1

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>
Use metacognitive strategies to understand how knowledge of rhetorical devices, textual elements and structures used in previously studied texts contributes to understanding new texts (c)	<ul style="list-style-type: none"> • Demonstrate understanding of strategies available to increase success in reading and viewing
Classify the genre/form of new texts according to attributes of genres/forms previously studied (d)	<ul style="list-style-type: none"> • Brainstorm/explain what is already known about the topic and genre/form
Use reference strategies and reference technologies 2.1.4	
Use a variety of appropriate reference strategies and reference technologies to aid understanding (a)	<ul style="list-style-type: none"> • Formulating and refining questions • Exploring works cited in other references • Taking notes, and using library catalogues and Internet search engines
Create and use own reference materials to aid understanding (b)	<ul style="list-style-type: none"> • A personalized dictionary/glossary and a personalized World Wide Web/URL address list
Understand and appreciate textual forms, elements and techniques 2.2	
Relate form, structure and medium to purpose, audience and content 2.2.1	
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"> • Letters • Memoranda • Poems • Narratives • Dramatizations
Describe audience factors that may have influenced a text creator's choice of form and medium (b)	<ul style="list-style-type: none"> • Age • Gender • Culture of the audience
Explain how a variety of organizational patterns and structural features contribute to purpose and content (c)	<ul style="list-style-type: none"> • Use organizational and memory prompts to aid effective delivery (e.g., notes, index cards, outlines)
Analyze the effect of medium on message (d)	<ul style="list-style-type: none"> • Demonstrate listening to oral texts to express a personal response through a variety of modes (e.g., journal, speech, drama, poetry, visual representation, multimedia, song)
Relate elements, devices and techniques to created effects 2.2.2	
Explain how rhetorical devices and stylistic techniques used in print and nonprint texts create clarity, coherence and emphasis (a)	<ul style="list-style-type: none"> • Identify and use some typical text structures (e.g., quatrain, counterargument) and rhetorical devices (e.g., repetition, questions) to shape meaning in texts
Explain how various textual elements and stylistic techniques contribute to the creation of atmosphere, tone and voice (b)	<ul style="list-style-type: none"> • Qualification and interrupted movement
Analyze the use of irony and satire to create effects in print and nonprint texts (c)	<ul style="list-style-type: none"> • Dramatic irony to create suspense, verbal irony to create humour, and satire to evoke response

ELA 20-1

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 the effects of musical devices, figures of speech and sensory details in print and nonprint texts (d)	<ul style="list-style-type: none"> • Alliteration used to create emphasis • Metaphor used to evoke images • Sensory details used to evoke pathos
Explain the contribution of motif and symbol to controlling idea and theme (e)	<ul style="list-style-type: none"> • Identify how elements of poetry (imagery, sound devices, symbol, figurative language, tone, form, rhythm) contribute to the construction of meaning (e.g., how an image of a flaming match can suggest immediacy of desire, how the structure of the sonnet underscores the theme)
Differentiate between effective and ineffective presentations, and analyze the differences (f)	<ul style="list-style-type: none"> • Conceptualize the final product and plan the steps to achieve it • Attend to presentation details appropriate to medium (e.g., legibility, visual impact, spatial organization)
Analyze persuasive techniques used in a variety of print and nonprint texts (g)	<ul style="list-style-type: none"> • Identify and analyze persuasive techniques (e.g., appeal to authority, humour)
Respond to a variety of print and nonprint texts 2.3	
Connect self, text, culture and milieu 2.3.1	
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"> • Explain how historical and cultural factors influence ideas in the text (e.g., “This belief has been part of many First Nations cultures since...”) • Present alternative viewpoints
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"> • Give reasons for personal opinion using evidence from the text (e.g., “The argument in the presentation was ineffective because...”)
Explain how the choices and motives of characters and people presented in texts may provide insight into the choices and motives of self and others (c)	<ul style="list-style-type: none"> • Identify words, elements, and techniques that influence the audience’s feelings and attitudes (e.g., sound devices, imagery, suspense, dialogue, character) • Trace the development of own changing opinions • Identify how elements of prose forms (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)
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"> • Offer relevant insights regarding the text and/or author (e.g., “Sinclair Ross’s view of human nature is very bleak,” “Robert Bly suggests that in a world of chaos and danger children provide us with solace and hope.”)
Evaluate the verisimilitude, appropriateness and significance of print and nonprint texts 2.3.2	
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"> • Use criteria to assess the adequacy, relevance and effectiveness of content and to assess the text creator’s voice and style

ELA 20-1

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"> • Make and explain inferences about the text (e.g., "John's wife doesn't recognize until too late what a fine husband he is," "Ishmael's need for secrecy results in many others being unjustly implicated in the murder investigation.") • Offer reasonable interpretations of the purpose of the visual text (e.g., "The animator uses Japanese animé to suggest a childlike delight in discovery," "The chart shows the range of issues that • these interviewees identified as important.")
Analyze and assess settings and plots in terms of created reality and plausibility (c)	<ul style="list-style-type: none"> • Determine the authenticity of the setting of a work of historical fiction
Analyze and assess character and characterization in terms of consistency of behaviour, motivation and plausibility, and in terms of contribution to theme (d)	<ul style="list-style-type: none"> • Determine the meanings suggested by a change in a character's behaviour or values
Analyze and assess images in print and nonprint texts in terms of created reality and appropriateness to purpose and audience (e)	<ul style="list-style-type: none"> • Make inferences about visual text and about material that is implicit or absent (e.g., inclusion or exclusion of sensationalist images; use of stereotype) • Make reasoned judgments about visual texts (e.g., "The documentary made no attempt to present a balanced view," "The strategic use of white space allows the reader to process a large amount of information.")
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"> • Paraphrase main ideas • Make notes that distinguish between key ideas and supporting details and/or between fact and opinion
Appreciate the effectiveness and artistry of print and nonprint texts 2.3.3	
Recognize that texts can be effective and artistic, and use terminology appropriate to the forms studied for discussing and appreciating the effectiveness and artistry of a variety of texts (a)	<ul style="list-style-type: none"> • Identify persuasive techniques (e.g., appeal to authority, humour) • Make judgments about the effectiveness of the text (e.g., in relation to purpose, ideas, rhetorical devices, consistent tone)
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"> • Make judgments about the effectiveness of the text (e.g., in relation to purpose, ideas, rhetorical devices, consistent tone) • Explain how reaction to the text reinforces the message (e.g., "Even though the conclusion was ambiguous, I felt hopeful...")
G. O. # 3 Students will listen, speak, read, write, view and represent to manage ideas and information.	
Determine inquiry or research requirements 3.1	
Focus on purpose and presentation form 3.1.1	
Select and monitor the effectiveness of strategies to determine the depth and breadth of inquiry or research and to identify the purpose, audience and form of presentation (a)	<ul style="list-style-type: none"> • Identify purpose and audience (e.g., choose register and diction appropriate to task and audience) • Choose techniques for presenting

ELA 20-1

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>
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"> • Narrative, report • Diary entry • Biography
Refine the purpose of inquiry or research by limiting or expanding the topic as appropriate (c)	<ul style="list-style-type: none"> • Chart to demonstrate what is already known and what needs to be learned
Plan inquiry/research and identify information needs and sources 3.1.2	
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"> • Use a research journal to keep and record reflections on the research process • Clarify thinking • Revisit initial perceptions • Ask questions that lead to new research
Select from a repertoire of effective strategies to develop appropriate inquiry or research plans that will address the topic and satisfy contextual and presentation requirements (b)	<ul style="list-style-type: none"> • Questions within questions, inquiry charts, preliminary interviews, and consultations with the teacher and/or librarian
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"> • Chart to demonstrate what is already known and what needs to be learned
Identify information sources intended to fill gaps between prior knowledge and required information (d)	<ul style="list-style-type: none"> • Consider/discuss whether or not a survey or interview will be useful
Identify and select potential strategies and technologies for gathering, generating and recording information (e)	<ul style="list-style-type: none"> • Outlining • Webbing, • Taking notes in point form • Recording sources accurately during information gathering • Writing direct quotations correctly • Bookmarking Internet sites
Follow a plan of inquiry 3.2	
Select, record and organize information 3.2.1	
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"> • Organize information around key ideas or questions • Seek out and act on suggestions of others
Select information and other material appropriate to purpose from a variety of print and nonprint sources (b)	<ul style="list-style-type: none"> • Museums, archives, government agencies, periodicals, microfiche, Internet, CD-ROMs, films, television and radio broadcasts, interviews, surveys, print and online encyclopedias

ELA 20-1

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>
Record information accurately and completely; and document and reference sources, as appropriate (c)	<ul style="list-style-type: none"> • 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
Organize information logically (d))	<ul style="list-style-type: none"> • By question, by category, by chronology or by cause and effect
Observe guidelines for internet use (e)	<ul style="list-style-type: none"> • Keep passwords, telephone numbers and addresses confidential • Visit appropriate sites • Respect copyright • Observe rules for citing Internet sources, following correct procedures to avoid plagiarism
Evaluate sources, and assess information 3.2.2	
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"> • Locate details relevant to reader's purpose, including those provided in visual or graphic materials • Compare information from a variety of sources, including magazines, newspapers, web sites, electronic media, and anthologies
Assess information sources for appropriateness to purpose, audience and presentation form (b)	<ul style="list-style-type: none"> • Make judgments based on evidence (e.g., write an opinion paper on a social justice issue)
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"> • Use glossaries, tables of contents, indices, appendices, navigation bars, and search engines to locate specific information • Make judgments about accuracy of information in texts (e.g., "The automobile advertisement only compares this car to those with poorer safety records. As a result, it appears...")
Identify and describe possible biases of sources, and describe the possible effects of such biases on the credibility of information (d)	<ul style="list-style-type: none"> • Examine the credibility of the author or organization • The proportion of verifiable facts to generalizations, or the sponsor/author/purpose/date of a Web site
Form generalizations and conclusions 3.2.3	
Form generalizations by integrating new information with prior knowledge (a)	<ul style="list-style-type: none"> • Integrate new information into existing knowledge and beliefs (e.g., acknowledge, explain, and recognize the legitimacy of a position different from the reader's)
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"> • Generate questions to enhance understanding, explore possibilities, and lead to further inquiry • Consider and suggest other outcomes or solutions
Distinguish between support and generalization, and provide support for generalizations and conclusions (c)	<ul style="list-style-type: none"> • Defend a new idea with support • Support inferences or interpretations with specific evidence from the text (e.g., "The stories in Brass Buttons and Silver Horseshoes describe the challenges war brides faced when they arrived in Canada. For example...")
Review inquiry or research process and findings 3.2.4	
Reflect on and assess the effectiveness of strategies used to guide inquiry or research (a)	<ul style="list-style-type: none"> • Effective use of time • Division of labour when involved in group research

ELA 20-1

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 MAY BE used to assess student achievement for each related specific learning outcome.</i>
Identify strategies to improve future inquiry or research, and monitor the effectiveness of these strategies (b)	<ul style="list-style-type: none"> • Use glossaries, tables of contents, indices, appendices, navigation bars, and search engines to locate specific information • Generate questions to enhance understanding, explore possibilities, and lead to further inquiry
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"> • Express opinions and judgments regarding a text supported by reasons, explanations, and evidence (e.g., “There is no justifiable reason for the Prime Minister to follow through with...”)
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"> • Periodically review goals and assess progress (e.g., “I’m getting better at...” “I need to continue to work on...”) • Consider and express alternative interpretations

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

Develop and present a variety of print and nonprint texts 4.1

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"> • To inform, explain, persuade, entertain or inspire • To communicate information, promote action or build relationships • Follow-up action may be required to clarify information • Position may need to be defended and opposing viewpoints addressed • Tone and style must be appropriate for intended audience
Identify purpose and target audience for text creation, and select strategies to accomplish purpose and engage audience (b)	<ul style="list-style-type: none"> • 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
Address audience factors that affect text creation (c)	<ul style="list-style-type: none"> • Reread parts of a text and refine work, when creating the good copy of a personal response to literature, in order to address suggestions made at a peer conference about areas that were overlooked
Analyze expectations and constraints of a communication situation, and select preferred strategies to address expectations and constraints (d)	<ul style="list-style-type: none"> • When making a presentation, watch audience cues to determine background knowledge of the subject area, and provide additional information as required; request extra time in advance if time is a constraint

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"> • 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
Explore a variety of structures consistent with form, content and purpose when creating texts (b)	<ul style="list-style-type: none"> • Explore definition, example and illustration, classification and other methods of development consistent with the essay form when creating an essay

ELA 20-1

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 MAY BE used to assess student achievement for each related specific learning outcome.</i>
Select an effective medium appropriate to content and context, and explain its use (c)	<ul style="list-style-type: none"> • Select a medium such as print advertisements in magazines, and explain the use of this medium to sell merchandise • Explore the content of the advertisements in terms of the messages and values communicated • Explain the context, including audience and purpose
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"> • 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
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"> • Express ideas, feelings, insights, and personal views through sustained writing • Make connections between experiences and/or texts (e.g., integrate new ideas and opinions)
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	
GO #4 Students will listen, speak, read, 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"> • Personal experience and prior knowledge • Availability of time and resources
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"> • Reflect on and respond to a topic/issue/theme to develop an opinion create representations that convey information and/or emotion for a specific purpose and audience
Develop supporting details, by using developmental aids appropriate to form and purpose (d)	<ul style="list-style-type: none"> • 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
Develop content to support a controlling idea or to produce a unifying effect (e)	<ul style="list-style-type: none"> • Condense information; summarize content; define a thesis statement to construct a précis of a magazine article
Develop content appropriate to form and context (f)	<ul style="list-style-type: none"> • Provide grounds and evidence to construct an argument, and use chronological order in an informal essay to write a factual narrative account of a personal experience
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"> • Incorporate visual aids in a prepared speech and taped sound effects in a dramatization of a scene from a play
Use production, publication and presentation strategies and technologies consistent with context 4.1.4	
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"> • Adhere to a particular manuscript style when creating a research paper

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>
Adapt presentation materials; strategies and technologies to suit purpose, audience and situation (b)	<ul style="list-style-type: none"> • Increase audience participation in a lecture by providing a note taking frame • Use technologies such as presentation software, videos, CD-ROMs, DVDs, audio-taped interviews and handouts
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"> • Volume, tone and stress • Gestures, posture, distance and eye contact • Colour and contrast
Develop a repertoire of effective strategies that can be used to create rapport with an audience (d)	<ul style="list-style-type: none"> • Use personal anecdotes and examples
Improve thoughtfulness, effectiveness and correctness of communication 4.2	
Enhance thought and understanding and support and detail 4.2.1	
Assess the effectiveness of the controlling idea or desired unifying effect of a text in progress, and refine the controlling idea or desired unifying effect as appropriate to meet the intended purpose (a)	<ul style="list-style-type: none"> • Write purposeful, creative texts that have an impact on audience • Discuss purpose and identify an audience for writing or representing
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"> • Categorize and organize ideas and information using outlines and graphic organizers before and during writing/representing • Consult a variety of texts for ideas and information and as models • Generate increasingly detailed drafts
Assess reasoning for logic and evidence for consistency, completeness and relevance; and strengthen reasoning as needed by adding to, modifying or deleting details to provide significant evidence and make effective and convincing arguments (c)	<ul style="list-style-type: none"> • Work with a small group to use a revision strategy like Workshop Advice, where each person in the group provides one suggestion for a sentence change
Assess the plausibility and appropriateness of literary interpretations and the precision, completeness and relevance of evidence when reviewing and revising critical/analytical responses to literature (d)	<ul style="list-style-type: none"> • Speculate possible new directions regarding a topic or issue • Coherently develop an opinion or argument
Enhance organization 4.2.2	
Assess the beginning of a text in progress, and revise it as needed to establish purpose and engage audience (a)	<ul style="list-style-type: none"> • The thesis statement of an essay, the initial monologue of a script, or the statement of purpose of a proposal
Assess the organizational components of a text in progress, and revise them as needed to strengthen their effectiveness as units of thought or experience or to strengthen their contribution to other intended effects (b)	<ul style="list-style-type: none"> • Emphasis • Transition

ELA 20-1

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>
Assess the closing of a text in progress; and revise it as needed to ensure that it is related to purpose, that it establishes a sense of developed understanding and that it will have an appropriate effect on audience (c)	<ul style="list-style-type: none"> • Revise drafts (e.g., experimenting with paragraph order, more engaging introduction, and effective conclusion)
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"> • Juxtapose and merge related ideas (e.g., compare and contrast use of atmosphere/context across multiple texts) • Unify writing with a controlling purpose
Assess transitions and transitional devices, and revise them as needed to strengthen coherence (e)	<ul style="list-style-type: none"> • 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
Consider and address matters of choice 4.2.3	
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"> • Apply increasingly sophisticated vocabulary experiment with word choice and phrasing based on audience and purpose (e.g., use terms specific to persuasion) • Demonstrate increasing specificity of language
Assess the appropriateness and effectiveness of diction, and revise word choice as needed to create intended effects (b)	<ul style="list-style-type: none"> • Experiment with word choice and phrasing based on audience and purpose (e.g., developmentally appropriate language for a children’s book)
Assess syntax for appropriateness and effectiveness, and revise sentence structures as needed to create intended effects (c)	<ul style="list-style-type: none"> • Deliberately use sentence fragments for effect
Apply understanding of stylistic techniques and rhetorical devices when creating print and nonprint texts (d)	<ul style="list-style-type: none"> • Use imagery to create pathos • Use parallel structure to create emphasis • Use sound in multimedia texts to create humour
Recognize personal voice in texts created; and continue to develop personal craft through practice, using various methods (e)	<ul style="list-style-type: none"> • Use newly acquired vocabulary in their speaking and writing experiences • Experiment with various forms of personal writing, including impromptu, to explore ideas, feelings, and opinions (e.g., experiment with various views and voices)
Edit text for matters of correctness 4.2.4	
Use handbooks and other tools, including electronic tools, as resources to assist with text creation (a)	<ul style="list-style-type: none"> • Dictionaries, thesauri, spell checkers and handbooks
Know and be able to apply capitalization and punctuation conventions correctly (b)	<ul style="list-style-type: none"> • Use punctuation and capitalization correctly in special situations, including direct quotations, scripts, dialogue, and poetry • Use standard punctuation, including commas, semi-colons, and quotation marks, and capitalization to communicate clearly
Know and be able to apply spelling conventions consistently and independently (c)	<ul style="list-style-type: none"> • Employ knowledge of spelling rules and word patterns to correct spelling errors

ELA 20-1

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>
Understand the importance of grammatical agreement; and assess and revise texts in progress to ensure correctness of grammatical agreement, including correct pronoun reference and pronoun–antecedent agreement, and correct use of modifiers and other parts of speech (d)	<ul style="list-style-type: none"> • Maintain subject-verb agreement and pronoun-antecedent agreement • Maintain consistent verb tense
Assess and revise texts in progress to ensure correct subject–verb agreement, correct pronoun case and appropriate consistency of verb tense (e)	<ul style="list-style-type: none"> • Maintain subject-verb agreement and pronoun-antecedent agreement
Use unconventional punctuation, spelling and sentence structure for effect, when appropriate (f)	<ul style="list-style-type: none"> • Use nonstandard spelling to indicate dialect, and use sentence fragments for emphasis, when appropriate
Assess and revise texts in progress to ensure the correct use of clauses and phrases, including verbal phrases and to ensure the correct use of structural features (g)	<ul style="list-style-type: none"> • Appositives, parallel structure participle, gerund and infinitive
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"> • Set personal goals for writing and representing (e.g., “I will plan my time so that I can revise and proofread before handing in my work.”)
Assess strengths and areas of need (i)	<ul style="list-style-type: none"> • Develop a checklist of skills mastered and skills to be developed • Set goals for language growth
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"> • Use euphemism and body language appropriately and sensitively
Explain how language and images are 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"> • Parody or journalistic bias in print, visual and multimedia texts
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"> • Examine and compare ideas and information (e.g., create a response showing how Shakespeare presents Banquo as a character foil to Macbeth)

ELA 20-1

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>
Analyze behavioural expectations of a communication situation, explain how verbal and nonverbal communication 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"> • Use empathetic listening skills when working in groups, and be aware of body language
Accept, offer and appreciate the value of constructive criticism (e)	<ul style="list-style-type: none"> • Use writing to respond to constructive criticism, and accept and provide feedback in a constructive and considerate manner
Analyze the parameters of public tolerance regarding the use of language and images in a specific text, and use appropriate language and images in communication situations (f)	<ul style="list-style-type: none"> • Experiment with word choice and phrasing based on audience and purpose (e.g., developmentally appropriate language for a children’s book)
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"> • 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) • Elicit and examine different points of view (e.g., brainstorm non-represented perspectives)
Explain how selected works of literature and other print and nonprint texts convey, shape and, at times, challenge individual and group values and behaviours (b)	<ul style="list-style-type: none"> • Use oral modes to express response to text (e.g., questions, class discussion, interview, speech, drama) • Give reasons for personal opinion using evidence from the text (e.g., “The argument in the presentation was ineffective because...”)
Analyze the relationship between a text creator’s ideas and opinions and his or her underlying assumptions (c)	<ul style="list-style-type: none"> • Those deriving from ideology or social status
Recognize accomplishments and events 5.1.3	
Use language and image to honour own and others’ accomplishments (a)	<ul style="list-style-type: none"> • Celebrate together when classmates have accomplished a particular task or produced, published or presented a particular text • Celebrate the completion of a portfolio with family and friends by holding a “portfolio launch”
Describe various means by which language and image are used appropriately to honour people and to celebrate events, and explain how these means of using language and image help to build community(b)	<ul style="list-style-type: none"> • Heritage day • Wall of honour or photography exhibit • Naming ceremonies • Religious ceremonies and prayers of first nations and aboriginal peoples
Work within a group 5.2	
Cooperate with others, and contribute to group processes 5.2.1	
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"> • Elicit and examine different points of view (e.g., brainstorm non-represented perspectives) • Encourage and extend ideas stated by others • Create and follow classroom guidelines for interacting (e.g., listen and speak respectfully, cooperate, critically examine ideas)

ELA 20-1

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>
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"> • Encourage and extend ideas stated by others • Periodically review goals and assess progress (e.g., “I’m getting better at...,” “I need to continue to work on...”)
Ensure that a team’s purpose and objectives are clear (c)	<ul style="list-style-type: none"> • Collaboratively determine and adjust group roles and responsibilities to achieve purpose and goals (e.g., solve problems, redistribute tasks, refine approach)
Understand and evaluate group processes 5.2.2	
Develop and use criteria to monitor and assess group processes (a)	<ul style="list-style-type: none"> • Division of labour and time management
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"> • Researcher and presenter • Director and participant • Chairperson, recorder and timekeeper • Roles of Aboriginal Elders in teaching about the medicine wheel and about respect, humility, kindness, sharing, honesty, faith and perseverance
Identify and use various means to facilitate completion of group projects (c)	<ul style="list-style-type: none"> • Express opinions and ideas, and encourage the opinions and ideas of others (e.g., encourage participation, acknowledge other perspectives, elicit additional perspectives, build on the ideas of others)
Understand and appreciate the function of teamwork tools, assess how to work effectively and collaboratively as a team to accomplish a task, understand the role of conflict in a group to reach solutions, and manage and resolve conflict when appropriate (d)	<ul style="list-style-type: none"> • Advertising, public relations and broadcast journalism
Identify and analyze the communications needs of, and assess the working relationships among, individuals and groups involved in a variety of communications careers (e)	<ul style="list-style-type: none"> • Advertising, public relations and broadcast journalism

ELA Diploma 30-1 Part A (writing)

ELA Diploma 30-1 Writing –Test Blueprint

Reporting Category – scoring category	Looking For...	Description of Writing Assignments
Ideas and Impressions 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 Personal Response to Texts Assignment 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.
Presentation 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
Thought and Understanding 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 Critical / Analytical Response to Literary Texts Assignment 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.
Supporting Evidence 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.	
Form and Structure 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.	
Matters of Choice 4.2	The student is required to demonstrate a repertoire of stylistic choices and vocabulary in a deliberate, precise, and controlled manner.	
Matter of Correctness 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 from 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.