

# ELA 20-2

## 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 20-2 .....	8
ELA Diploma 30-2 Part A (writing) .....	23
ELA Diploma 30-2 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
<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					
	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.

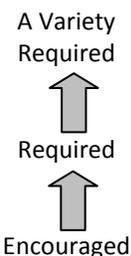
## MINIMUM REQUIREMENTS: TEXT CREATION

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
<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
<p><b>Big Idea</b></p>	<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 20-2

### 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>	
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"> <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>
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"> <li>• Combine own and others' ideas on topic</li> <li>• Form inferences that connect experiences and perceptions to the text (e.g., "A scientific perspective would have considered...")</li> </ul>
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"> <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>	
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"> <li>• Record new understandings in a learning log</li> <li>• Develop new group perspectives using a fish bowl organization</li> </ul>
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"> <li>• Pro-con charts</li> <li>• Alternative Internet search engines</li> <li>• Comparison tables</li> <li>• Think-pair-share charts</li> </ul>
Express preferences, and expand interests 1.2.2	
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 20-2

### **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"> <li>• Various versions of the same text</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>• Auditioning for a play</li> <li>• Applying to be a volunteer</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>• Demonstrate understanding of <b>strategies</b> available to increase success in reading and viewing</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 #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>	
Paraphrase key messages in a specific text and identify elements present in the communication situation, in order to describe the text creator’s purpose and target audience (a)	<ul style="list-style-type: none"> <li>• Understand the subtext in a television commercial to know the intended audience</li> </ul>
Explain how a text can be studied to understand the context—or aspects of the communication situation within which the text was created (b)	<ul style="list-style-type: none"> <li>• Recognize that specialized terminology in a text may represent a particular occupational group and provide insight in understanding the text</li> <li>• Understand current issues to recognize satire in a political cartoon</li> </ul>
Use strategies to gain background knowledge about history and society when studying a particular text (c)	<ul style="list-style-type: none"> <li>• Use references, including the personal experiences and understandings of teachers and elders, to help develop background knowledge of the historical period of a particular text</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 20-2

### 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 a daily practice of reading, and develop strategies for close reading (a)	<ul style="list-style-type: none"> <li>• Forming questions, making predictions</li> <li>• Using context to determine the connotative meanings of words</li> <li>• Using graphic organizers, making annotations</li> <li>• Inferring, summarizing and visualizing</li> <li>• Rereading, seeking assistance, using context clues</li> <li>• Paired reading, reading log, nightly reading, taped reading, reading passages out loud</li> </ul>
Paraphrase a text’s controlling idea, and relate supporting ideas and supporting details to the controlling idea (b)	<ul style="list-style-type: none"> <li>• Paraphrase main ideas</li> <li>• Make notes that distinguish between key ideas and supporting details and/or between fact and opinion</li> </ul>
Develop an understanding of the relationships among plot, setting and character when studying a narrative text, by relating the text to personal experiences (c)	<ul style="list-style-type: none"> <li>• Explain how literary elements contribute to understanding (e.g., an aside reveals a character’s true feelings)</li> </ul>
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"> <li>• Express and explain feelings, judgments, or opinions evoked by the text</li> </ul>
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"> <li>• Describe the effects and impact of tone (e.g., identify how the authoritative voice of the speaker strengthened the argument)</li> </ul>
Identify figurative language, symbol and familiar allusions in texts; interpret figurative language in terms of its contribution to the meaning of a text; and explain how imagery contributes to the creation of atmosphere, theme and characterization in a text (f)	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Metaphor</li> </ul>
Recognize visual and aural elements in texts, and explain how these elements add meaning to texts (g)	<ul style="list-style-type: none"> <li>• Make inferences about visual text and about material that is implicit or absent (e.g., inclusion or exclusion of sensationalist images; use of stereotype)</li> </ul>
Respond to the content of a presentation; and describe the relationship, in general, between audience response to content and audience response to the performance of a presenter (h)	<ul style="list-style-type: none"> <li>• Evaluate speaking and listening through meaningful self-assessment (e.g., “I effectively incorporated technology in my presentation,” “I overreacted to...,” “I listened for other perspectives.”)</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>• Compare the ideas expressed in the <b>text</b> to ideas from other sources (e.g., prior knowledge, partner talk, class discussions, secondary <b>texts</b>, media sources)</li> </ul>
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"> <li>• 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)</li> </ul>

## ELA 20-2

### 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"> <li>• Demonstrate understanding of <b>strategies</b> available to increase success in reading and viewing</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>
Explain how a variety of organizational patterns and structural features contribute to purpose and content (c)	<ul style="list-style-type: none"> <li>• Use organizational and memory prompts to aid effective delivery (e.g., notes, index cards, outlines)</li> <li>• Make reasoned judgments about aspects of the text and/or the text as a whole (e.g., “The characters of Obasan are more conflicted than those in The Jade Peony, but both novels shed light on the immigrant experience,” “Patrick Lane’s use of colloquial language enhances the realism of his poetry.”)</li> </ul>
Analyze the effect of medium on message (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>Relate elements, devices and techniques to created effects 2.2.2</b>	
Identify rhetorical devices and stylistic techniques that create clarity, coherence and emphasis in print and nonprint texts (a)	<ul style="list-style-type: none"> <li>• Repetition</li> <li>• Straightforward sentence structures</li> </ul>
Describe how textual elements that are effective in the creation of atmosphere are also effective in terms of tone and voice (b)	<ul style="list-style-type: none"> <li>• Setting, music, lighting, diction, syntax and image</li> </ul>
Recognize irony and humour in print and nonprint texts, and identify language and ideas used to create irony and humour (c)	<ul style="list-style-type: none"> <li>• Dramatic irony to create suspense, verbal irony to create humour, and satire to evoke response</li> </ul>

## ELA 20-2

### 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"> <li>• Personification, hyperbole, alliteration, onomatopoeia and imitative harmony</li> </ul>
Explain the contribution of symbol to theme (e)	<ul style="list-style-type: none"> <li>• Identify how elements of poetry (<b>imagery</b>, <b>sound devices</b>, symbol, figurative language, <b>tone</b>, <b>form</b>, 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 <b>theme</b>)</li> </ul>
Differentiate between effective and ineffective presentations, and analyze the differences (f)	<ul style="list-style-type: none"> <li>• Modify language, ideas, and information in relation to the needs and interests of the audience</li> <li>• Present ideas, information, and emotions in an engaging and relevant way (e.g., anecdote, dramatization)</li> </ul>
Analyze persuasive techniques used in a variety of print and nonprint texts (g)	<ul style="list-style-type: none"> <li>• Identify persuasive techniques (e.g., appeal to authority, humour)</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 the historical and cultural factors influences on (e.g., “This belief has been part of many First Nations cultures since...”)</li> </ul>
Respond personally and analytically to ideas developed in literature and other texts (b)	<ul style="list-style-type: none"> <li>• Explain how reaction to the text reinforces the message (e.g., “Even though the conclusion was ambiguous, I felt hopeful...”)</li> <li>• Ask questions that deepen personal response (e.g., “What is influencing my reaction?” “Would others feel this way?” “What are other ways I could be feeling about this?”)</li> </ul>
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"> <li>• Identify words, elements, and techniques that influence the audience’s feelings and attitudes (e.g., sound devices, imagery, suspense, dialogue, character)</li> </ul>
Respond personally and critically to cultural and societal influences presented in Canadian and international texts (d)	<ul style="list-style-type: none"> <li>• 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.”)</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 20-2

### **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>• Offer reasonable interpretations of the purpose of the visual text (e.g., "The animator uses Japanese anim� to suggest a childlike delight in discovery," "The chart shows the range of issues that these interviewees identified as important.")</li> </ul>
Analyze and assess settings and plots in terms of created reality and plausibility (c)	<ul style="list-style-type: none"> <li>• Determine the authenticity of the setting of a work of historical fiction</li> </ul>
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"> <li>• Determine the meanings suggested by a change in a character's behaviour or values</li> </ul>
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"> <li>• Make inferences about visual text and about material that is implicit or absent (e.g., inclusion or exclusion of sensationalist images; use of stereotype)</li> </ul>
Assess the significance of a text's theme or controlling idea, and the effectiveness of its content in terms of adequate and relevant supporting details, examples or illustrations (f)	<ul style="list-style-type: none"> <li>• Paraphrase main ideas</li> <li>• Defend a new idea with support</li> <li>• Make notes that distinguish between key ideas and supporting details and/or between fact and opinion</li> </ul>
<b>Appreciate the effectiveness and artistry of print and nonprint texts 2.3.3</b>	
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"> <li>• Describe text, author, and/or genre preferences (e.g., "Jon's short stories appeal to my sense of humour. He uses exaggeration and sarcasm to get at the ridiculous...")</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>• Make judgments about the effectiveness of the text (e.g., in relation to purpose, ideas, rhetorical devices, consistent tone)</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>	
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"> <li>• Identify purpose and audience (e.g., choose register and diction appropriate to task and audience)</li> <li>• Choose techniques for presenting</li> </ul>

## ELA 20-2

### 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"> <li>• Narrative, report</li> <li>• Diary entry</li> <li>• Biography</li> </ul>
Refine the purpose of inquiry or research by limiting or expanding the topic as appropriate (c)	<ul style="list-style-type: none"> <li>• Chart to demonstrate what is already known and what needs to be learned</li> </ul>
<b>Plan inquiry/research and identify information needs and sources 3.1.2</b>	
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>
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"> <li>• Questions within questions, inquiry charts, preliminary interviews, and consultations with the teacher and/or librarian</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>• Chart to demonstrate what is already known and what needs to be learned</li> </ul>
Identify information sources intended to fill gaps between prior knowledge and required information (d)	<ul style="list-style-type: none"> <li>• Consider/discuss whether or not a survey or interview will be useful</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>• Make notes that distinguish between key ideas and supporting details and/or between fact and opinion</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>

## ELA 20-2

### 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"> <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>
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>• Compare information from a variety of sources, including magazines, newspapers, web sites, electronic media, and anthologies</li> </ul>
Assess information sources for appropriateness to purpose, audience and presentation form (b)	<ul style="list-style-type: none"> <li>• Identify purpose and audience (e.g., choose register and diction appropriate to task and audience)</li> <li>• Compare and select relevant ideas and information</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>• 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...")</li> </ul>
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"> <li>• Examine the credibility of the author or organization</li> <li>• The proportion of verifiable facts to generalizations, or the sponsor/author/purpose/date of a Web site</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>• Combine prior knowledge with newly acquired information and ideas</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>• Generate questions to enhance understanding, explore possibilities, and lead to further inquiry</li> </ul>
Distinguish between support and generalization, and provide support for generalizations and conclusions (c)	<ul style="list-style-type: none"> <li>• Defend a new idea with support</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>• Division of labour when involved in group research</li> </ul>

## ELA 20-2

### **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"> <li>• Use glossaries, tables of contents, indices, appendices, navigation bars, and search engines to locate specific information</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>• 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...”)</li> </ul>
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>• Consider and express alternative interpretations</li> </ul>

### **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"> <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>
Describe purpose and target audience and select from a repertoire of strategies to accomplish purpose and engage audience (b)	<ul style="list-style-type: none"> <li>• A job application letter to persuade the employer to read the résumé</li> <li>• Address the letter to the potential employer, using the correct name and title, and explain in the letter that you have the required skills and talents for the job</li> </ul>
Address audience factors that affect text creation (c)	<ul style="list-style-type: none"> <li>• Address comments made by peers about the lack of healthy food served in the school cafeteria while creating a photograph and paragraph to communicate own response to the issue</li> </ul>
Analyze expectations and constraints of a communication situation, and select preferred strategies to address expectations and constraints (d)	<ul style="list-style-type: none"> <li>• When making a presentation, request extra time in advance if time is a constraint</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>
Explore a variety of structures consistent with form, content and purpose when creating texts (b)	<ul style="list-style-type: none"> <li>• Explore the use of background information, examples, anecdotes and other structures when creating personal essays</li> </ul>

## ELA 20-2

### **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>
Select an effective medium appropriate to content and context, and explain its use (c)	<ul style="list-style-type: none"> <li>• Select a medium such as print advertisements in magazines, and explain the use of this medium to sell merchandise</li> <li>• Explore the content of the advertisements in terms of the messages and values communicated</li> <li>• Explain the context, including audience and purpose</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>
<b>Develop content 4.1.3</b>	
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>• Express ideas, feelings, insights, and personal views through sustained writing</li> <li>• Make connections between experiences and/or texts (e.g., integrate new ideas and opinions)</li> </ul>
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 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>• Reflect on and respond to a topic/issue/theme to develop an opinion</li> </ul>
Develop supporting details, by using developmental aids appropriate to form and purpose (d)	<ul style="list-style-type: none"> <li>• Use thought webs/mind maps to collect ideas and make connections when writing a personal response to literature,</li> <li>• Use a think-aloud reading strategy to make notes from informational text when writing a summary</li> </ul>
Develop content to support a controlling idea or to produce a unifying effect (e)	<ul style="list-style-type: none"> <li>• Use a graphic organizer such as an inverted pyramid to analyze a television broadcast of a newsworthy event, to understand the structure of news stories and to identify a media theme to explore</li> </ul>
Develop content appropriate to form and context (f)	<ul style="list-style-type: none"> <li>• Provide grounds and evidence to construct an argument, and use chronological order in an autobiography to write a factual narrative account of a personal experience</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>• Consider layout, font and visuals, costs and timelines when publishing a brochure</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>

## ELA 20-2

### 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>
Develop and deliver oral, visual and multimedia presentations, using voice production factors, nonverbal factors appropriate to purpose, audience and situation (c)	<ul style="list-style-type: none"> <li>• Volume, tone and stress gestures, posture, distance and eye contact 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>• Use personal anecdotes and examples</li> <li>• Ask questions to involve the audience</li> <li>• Use engaging body language</li> </ul>
<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 requirements of purpose, audience and situation (a)	<ul style="list-style-type: none"> <li>• Use a read-aloud strategy to read a draft in progress to a partner</li> <li>• Incorporate feedback from the partner in creating the next 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>• Use a revision strategy such as the Five R's to read, react, rework, reflect and refine work</li> </ul>
Assess own critical/analytical responses for consistency, completeness and relevance of evidence; and strengthen reasoning as needed by adding to, modifying or deleting details to provide reliable and pertinent evidence and make effective arguments (c)	<ul style="list-style-type: none"> <li>• 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</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 and engage audience (a)	<ul style="list-style-type: none"> <li>• The thesis statement of an essay, the initial monologue of a script, or the statement of purpose of a proposal</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, scenes or steps in a process</li> </ul>

## ELA 20-2

### **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>
Review the closing of a text in progress, and revise it as needed to strengthen its relationship to purpose (c)	<ul style="list-style-type: none"> <li>• Review the closing of a written text</li> <li>• Learn two or three common structural patterns for writing conclusions</li> <li>• Practise writing two or three conclusions for a text in progress; then choose the most effective conclusion</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>• To analyze these relationships write an outline for another student’s completed essay and review the outline for own completed essay created by the other student</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>
<b>Consider and address matters of choice 4.2.3</b>	
Develop a list of effective vocabulary words and stylistic choices (a)	<ul style="list-style-type: none"> <li>• Develop a list of effective verbs, by listing all the verbs used in own text and replacing frequently used verbs with new verbs as appropriate</li> </ul>
Develop the use of appropriate words and expressions (b)	<ul style="list-style-type: none"> <li>• Use words with straightforward denotations to strengthen clarity in informative and persuasive texts, and use words with connotative meanings to evoke images in poetry and narrative texts</li> </ul>
Use a variety of sentence patterns and structures appropriately (c)	<ul style="list-style-type: none"> <li>• Use straightforward sentence structures to strengthen clarity of informative and persuasive texts</li> <li>• Use short sentences 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>• Underline effective words and phrases in written text</li> <li>• Describe the effects created, such as clarity and emphasis</li> <li>• Describe the use of sound in multimedia text in terms of the effects created, such as humour and realism</li> </ul>
Recognize personal voice as a text creator, and practise various methods to develop craft (e)	<ul style="list-style-type: none"> <li>• Recognize voice in own writing and to develop craft, note personal preferences related to the types and number of sentences used that follow various patterns</li> <li>• Read a section of writing from a favourite author, and note the author’s use of the same and different patterns; and rewrite some sentences in own work to achieve variety, noting the effect</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, including end punctuation, commas, semicolons, colons, apostrophes, quotation marks, hyphens, dashes, ellipses, parentheses, underlining and italics (b)	<ul style="list-style-type: none"> <li>• Keep a personal editing checklist as a style guide for writing</li> </ul>
Know and be able to apply spelling conventions consistently and independently or with the use of a handbook or other tools, such as a list of spelling strategies or rules (c)	<ul style="list-style-type: none"> <li>• Employ knowledge of spelling rules and word patterns to correct spelling errors</li> <li>• Use reference materials to confirm spellings and to solve spelling problems when editing (e.g., dictionaries, spell-checkers, personal word list)</li> </ul>

## ELA 20-2

### **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>
Know and be able to identify parts of speech in own and others’ texts, including prepositions, definite and indefinite articles, and coordinating and subordinating conjunctions; and review and revise texts in progress to ensure correct use of parts of speech, including correctness of pronoun reference and pronoun–antecedent agreement (d)	<ul style="list-style-type: none"> <li>• Maintain subject-verb agreement and pronoun-antecedent agreement</li> <li>• Maintain consistent verb tense</li> <li>• Use coordinating and subordinating conjunctions to create compound, complex, and compound-complex sentence structures</li> </ul>
Know and be able to identify parts of the sentence in own and others’ texts, including subject, verb, direct object and indirect object (e)	<ul style="list-style-type: none"> <li>• Maintain subject-verb agreement and pronoun-antecedent agreement</li> </ul>
Detect and correct common sentence faults—run-on sentence and unintended sentence fragment (f)	<ul style="list-style-type: none"> <li>• Use a variety of sentence lengths and structures</li> </ul>
Develop the use of common sentence structures—simple, compound, complex and compound-complex (g)	<ul style="list-style-type: none"> <li>• Use coordinating and subordinating conjunctions to create</li> <li>• Compound, complex, and compound-complex sentence structures</li> </ul>
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>• 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.”)</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, and set goals for language growth</li> </ul>
Explain why certain communication situations demand particular attention to correctness of punctuation, spelling, grammar, usage and sentence construction (j)	<ul style="list-style-type: none"> <li>• Generate and select criteria specific to writing tasks</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>
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"> <li>• Parody or journalistic bias in print, visual and multimedia texts</li> </ul>

## ELA 20-2

### 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 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>• Examine and compare ideas and information (e.g., create a response showing how Steinbeck presents Lenny and George as character foils)</li> </ul>
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"> <li>• Use empathetic listening skills when working in groups, and be aware of body language</li> </ul>
Accept, offer and appreciate the value of constructive criticism (e)	<ul style="list-style-type: none"> <li>• Use writing to respond to constructive criticism, and accept and provide feedback in a constructive and considerate manner</li> </ul>
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"> <li>• Experiment with word choice and phrasing based on audience and purpose (e.g., developmentally appropriate language for a children’s book)</li> </ul>
<b>Appreciate diversity of expression, opinion and perspective 5.1.2</b>	
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> <li>• Elicit and examine different points of view (e.g., brainstorm non-represented perspectives)</li> </ul>
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"> <li>• Use oral modes to express response to text (e.g., questions, class discussion, interview, speech, drama)</li> <li>• Give reasons for personal opinion using evidence from the text (e.g., “The argument in the presentation was ineffective because...”)</li> </ul>
Analyze the relationship between a text creator’s ideas and opinions and his or her underlying assumptions (c)	<ul style="list-style-type: none"> <li>• Those deriving from ideology or social status</li> </ul>
<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>
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"> <li>• Heritage day</li> <li>• Wall of honour or photography exhibit</li> <li>• Naming ceremonies</li> <li>• Religious ceremonies and prayers of first nations and aboriginal peoples</li> </ul>

## ELA 20-2

### 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>Work within a group 5.2</b>	
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"> <li>• Elicit and examine different points of view (e.g., brainstorm non-represented perspectives</li> <li>• Encourage and extend ideas stated by others</li> <li>• Create and follow classroom guidelines for interacting (e.g., listen and speak respectfully, cooperate, critically examine ideas)</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>• Encourage and extend ideas stated by others</li> <li>• Periodically review goals and assess progress (e.g., “I’m getting better at...,” “I need to continue to work on...”)</li> </ul>
Ensure that a team’s purpose and objectives are clear (c)	<ul style="list-style-type: none"> <li>• Collaboratively determine and adjust group roles and responsibilities to achieve purpose and goals (e.g., solve problems, redistribute tasks, refine approach)</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>• 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)</li> </ul>
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"> <li>• Advertising, public relations and broadcast journalism</li> </ul>
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"> <li>• Advertising, public relations and broadcast journalism</li> </ul>

## ELA Diploma 30-2 Part A (writing)

ELA Diploma 30-2 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 consider the context of the visual text(s), and to provide support for ideas that explore and impressions that reflect upon the visual text(s).	The student is required to explore ideas and reflect upon impressions that are suggested by the visual text(s) and to provide relevant support.
<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 5%. This writing component is worth 10% 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 develop relevant and supported ideas by reflecting upon prior knowledge and/or experience in order to explore the choices and motives of a character (or characters) in literature.	The student is required to respond to a thematic idea based on a literary text from a personal and a literary perspective.
<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 and shaping the discussion to create a unifying effect. A controlling idea may be presented either implicitly or explicitly 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 rules and conventions for written language.	
Thought and support are 10% the other categories are worth 5% each. This writing component is worth 25% of the Diploma Exam		
Reporting Category	Looking For...	Description of Writing Assignments
<b>Thought and Support</b> 2.1, 2.2, 2.3, 4.1,4.2	The student is required to identify the audience and purpose for writing and to identify which sources support the position chosen. The student is expected to form generalizations and synthesize ideas by integrating provided information with prior knowledge and to support the position that has been adopted with relevant and consistent detail.	The student is required to adopt and defend a position on a specific issue.
<b>Writing Skills</b> 4.2	The student is required to communicate clearly, effectively, and correctly in writing.	
Thought and support are worth 10%, writing skills are worth 5%. This writing component is worth 15% of the Diploma Exam		

## ELA Diploma 30-2 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)	(15-25 items total)	(30-40 items total)	(10-20 items total)	30-40 items	Texts are chosen for their literary merit and represent the reading standard expected of ELA 301-graduates. Text selections reflect the minimum 1/3 Canadian texts 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)				10-25 items	
Connect self, culture and milieu to text and text creators (2.3.1, 2.3.2)				10-15 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 30-2 Diploma Exam Mark.