

ELA 30-1

CURRICULUM PACKAGE

*Creating
Futures*



2012

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MINIMUM REQUIREMENTS FOR TEXT STUDY

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

CANADIAN LITERATURE REQUIREMENTS

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

MINIMUM REQUIREMENTS: TEXT STUDY

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

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

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

Degrees of Emphasis

A Variety
Required



Required



Encouraged

STUDENTSWILL STUDY ORAL, PRINT, VISUAL AND MULTIMEDIA TEXTS

		ELA 10-1	ELA 10-2	ELA 20-1	ELA 20-2	ELA 30-1	ELA 30-2
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	1 of the 2 Required	1 of the 2 Required	
	Shakespearean Play		Required	Required			
SHORTER TEXTS	Poetry (including song)	A variety required	A variety required	A variety required	A variety required	A variety required	A variety required
	Short Story	A variety required	A variety required	A variety required	A variety required	A variety required	A variety required
	Visual and Multimedia Text*	Required	Required	Required	Required	Required	Required
	Essay	Required	A variety required	A variety required	Encouraged	Encouraged	Required
	Popular Nonfiction **	Encouraged	Encouraged	Required	Required	A variety required	A variety required

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

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

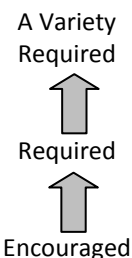
MINIMUM REQUIREMENTS: TEXT CREATION

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

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

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

Degrees of Emphasis



STUDENTSWILL CREATE A VARIETY OF RESPONSES...

		ELA 10-1	ELA 10-2	ELA 20-1	ELA 20-2	ELA 30-1	ELA 30-2
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 30-1

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	
Draw from a repertoire of effective strategies to form tentative understandings, interpretations and positions (a)	<ul style="list-style-type: none"> Record initial thoughts, feelings and observations about a novel in a dialogue journal
Modify tentative interpretations and tentative positions by weighing and assessing the validity of own and others' ideas, observations and opinions; and identify areas for further inquiry or research (b)	<ul style="list-style-type: none"> Express opinions and ideas, and encourage the opinions and ideas of others (e.g., elicit additional perspectives, argue opposing positions, build on the ideas of others and voice new understandings, challenge assumptions)
Experiment with language, image and structure 1.1.2	
Explain how experiments with language, image and structure improve personal craft and increase effectiveness as a text creator (a)	<ul style="list-style-type: none"> Use a writer's journal or idea folder on a computer to collect ideas, newspaper articles and first writing attempts; rework this information into stories, poems or articles; and share with teachers and peers to receive feedback
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
Recognize and assess the strengths and limitations of various perspectives on a theme, issue or topic, and identify aspects for further consideration when exploring and responding to texts (b)	<ul style="list-style-type: none"> Identify point of view, speaker bias, and implicit perspectives Compile, compare, and build on the ideas of others and voice new understandings (e.g., present multiple interpretations)
Analyze and evaluate how various topics and themes, text forms, text types and text creators influence own and others' understandings, attitudes and aspirations (c)	<ul style="list-style-type: none"> Make reasoned judgments about aspects of the text and/or the text as a whole (e.g., "I know Dickens is very good, but I feel the endless descriptive paragraphs take away from the flow of the story. For example..." "I can trace a feminist perspective in Alice Munro's 'An Ounce of Cure' by...")
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"> Complete and share reading inventories Examine the role marketing plays in shaping popular culture

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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>
Cultivate appreciation for a variety of genres, texts, text creators and texts in translation from other countries (b)	<ul style="list-style-type: none"> • Providing specific examples, choose a universal theme; create a list of works of literature, movies, songs, videos and art; and discuss why some works are timeless
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 draw from a repertoire of effective strategies for language growth in relation to aspirations for the future (b)	<ul style="list-style-type: none"> • Post-secondary learning and potential careers
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"> • Determine and state a purpose for reading (e.g., “I need to know which prerequisites are required for...,” “We are researching the effects of sleep deprivation on student performance.”) • Articulate/discuss a purpose for reading and viewing
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	
Explain the text creator’s purpose, including implicit purpose when applicable; describe whether or not the purpose was achieved and assess the suitability of a text to the target audience (a)	<ul style="list-style-type: none"> • Describe an author’s use of juxtaposition to develop a contradictory impression of a character
Analyze elements or causes present in the communication situation surrounding a text that contribute to the creation of the text (b)	<ul style="list-style-type: none"> • Whether a text creator is communicating as an individual or as a member of a particular group
Explain how understanding the interplay between text and context can influence an audience to appreciate a text from multiple perspectives (c)	<ul style="list-style-type: none"> • An audience can appreciate how historical and societal forces present in the context in which a text is set can affect the style, diction and point of view chosen by the text creator
Identify the impact that personal context—experience, prior knowledge—has on constructing meaning from a text (d)	<ul style="list-style-type: none"> • Combine prior knowledge with newly acquired information and ideas • Trace the development of own changing opinions

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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 a daily practice of reading, and develop strategies for close reading (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, inferring, rereading, seeking assistance, using context clues, summarizing and visualizing • Understanding subtext
Analyze the relationships among controlling ideas, supporting ideas and supporting details in a variety of texts (b)	<ul style="list-style-type: none"> • Compare and select relevant ideas and information • Make notes that distinguish between key ideas and supporting details and/or between fact and opinion
Assess the contributions of setting, plot, character and atmosphere to the development of theme when studying a narrative (c)	<ul style="list-style-type: none"> • Identify how elements of prose forms (e.g., setting, plot, character, theme, and style) influence each other (e.g., elements of setting develop conflict, theme influences style, symbol relates to character)
Analyze the personality traits, roles, relationships, motivations, attitudes and values of characters developed/persons presented in literature and other texts; and explain how the use of archetypes can contribute to the development of other textual elements, such as theme (d)	<ul style="list-style-type: none"> • Make and explain inferences about the text (e.g., “Hagar’s favouritism for John leads to great unhappiness,” “The images in Davies’ Totem symbolize the vitality of Aboriginal culture.”) • Make reasoned judgments about aspects of the text and/or the text as a whole (e.g., “I know Dickens is very good, but I feel the endless descriptive paragraphs take away from the flow of the story. For example...” “I can trace a feminist perspective in Alice Munro’s ‘An Ounce of Cure’ by...”)
Relate a text creator’s tone and register to the moral and ethical stance explicitly or implicitly communicated by a text (e)	<ul style="list-style-type: none"> • Identify how elements of poetry (e.g., metre, figurative language, tone, form, style) contribute to construction of meaning (e.g., metre contributes to understanding of the subject, recurring symbols contribute to the development of theme)
Assess the contributions of figurative language, symbol, imagery and allusion to the meaning and significance of texts; and appreciate the text creator’s craft (f)	<ul style="list-style-type: none"> • Identify how elements of poetry (e.g., metre, figurative language, tone, form, style) contribute to construction of meaning (e.g., metre contributes to understanding of the subject, recurring symbols contribute to the development of theme)
Assess the contributions that visual and aural elements make to the meaning of texts (g)	<ul style="list-style-type: none"> • Make reasoned judgments about visual texts (e.g., “The artist is irresponsible because...,” “Lana’s cartoon strip truthfully depicts everyday family life by...”) • Make inferences about visual text and about material that is implicit or absent (e.g., unintentional or intentional use of images to evoke emotion in viewer, lack of representation of cultural diversity, lack of consumer information for web shoppers)
Assess the relationship between the content of a presentation and the performance of the presenter, and explain how the quality of the performance affects the credibility and audience acceptance of the content and message (h)	<ul style="list-style-type: none"> • Choose techniques for presenting • Describe varying perspectives related to the topic • Provide clear organizational cues when presenting or discussing (e.g., emphasize and build on key points)
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"> • Generate questions to enhance understanding, explore possibilities, and lead to further inquiry • Remember and recall relevant details from texts and prior experiences

Assess personal expectations for texts to be studied in light of prior experiences with and observations about similar contexts, content and text forms (b)

- Apply a newly acquired idea, piece of information, or strategy to a new situation or task

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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>
Identify variations and departures from the conventional use of rhetorical devices, textual elements and structures in texts; and describe the purpose and effect of such variations and departures (c)	<ul style="list-style-type: none"> Identify and use some typical text structures (e.g., iambic pentameter, dramatic monologue) and rhetorical devices (e.g., repetition, questions) to shape meaning in texts
Classify the genre/form of new texts according to attributes of genres/forms previously studied (d)	<ul style="list-style-type: none"> Describe text, author, and/or genre preferences (e.g., “Emily Carr’s paintings give the feeling of west coast forests.”)
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	
Analyze a variety of text forms, explain the relationships of form to purpose and content, and assess the effects of these relationships on audience (a)	<ul style="list-style-type: none"> Choose texts of appropriate difficulty (e.g., vocabulary preview, paraphrase a paragraph) identify the purpose of the text, and the evidence used to support that purpose
Assess the potential influence of various audience factors on a text creator’s choice of form and medium (b)	<ul style="list-style-type: none"> Modify language, ideas, and information in relation to the needs and interests of the audience
Apply knowledge of organizational patterns and structural features to understand purpose and content, and assess the effectiveness of a text’s organizational structure (c)	<ul style="list-style-type: none"> Identify and use some typical text structures (e.g., iambic pentameter, dramatic monologue) and rhetorical devices (e.g., repetition, questions) to shape meaning in texts
Assess the medium of a presentation in terms of its appropriateness to purpose and content and its effect on audience (d)	<ul style="list-style-type: none"> Use of unamplified voice Printed handouts and computer generated slides
Relate elements, devices and techniques to created effects 2.2.2	
Assess the contributions of rhetorical devices and stylistic techniques to the clarity and coherence of print and non-print texts, and assess the various means by which devices and techniques are used to emphasize aspects or portions of a text (a)	<ul style="list-style-type: none"> Identify and use some typical text structures (e.g., iambic pentameter, dramatic monologue) and rhetorical devices (e.g., repetition, questions) to shape meaning in texts
Assess the contributions of textual elements and stylistic techniques to the creation of atmosphere, tone and voice (b)	<ul style="list-style-type: none"> Make reasoned judgments about aspects of the text and/or the text as a whole (e.g., “I know Dickens is very good, but I feel the endless descriptive paragraphs take away from the flow of the story. For example...,” “I can trace a feminist perspective in Alice Munro’s ‘An Ounce of Cure’ by...”)
Analyze the use of irony and satire to create effects in print and non-print texts (c)	<ul style="list-style-type: none"> Dramatic irony to create suspense Verbal irony to create humour Satire to evoke response

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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 use of musical devices, figures of speech and sensory details to create effects in a variety of print and non-print texts (d)	<ul style="list-style-type: none"> Identify how elements of poetry (e.g., metre, figurative language, tone, form, style) contribute to construction of meaning (e.g., metre contributes to understanding of the subject, recurring symbols contribute to the development of theme)
Explain the contribution of symbol to theme (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)
Analyze the various elements of effective presentation, and assess the effects created (f)	<ul style="list-style-type: none"> Colour to create symbolism or mood Gestures to enhance clarity
Assess the use of persuasive techniques and their effects on audience (g)	<ul style="list-style-type: none"> Assess the use of commercial endorsements and negative advertisement campaigns, which may convince or offend
Respond to a variety of print and non-print 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
Form positions on issues that arise from text study; and assess the ideas, information, arguments, emotions, experiences, values and beliefs expressed in works of literature and other texts in light of issues that are personally meaningful and culturally significant (b)	<ul style="list-style-type: none"> Present and defend alternative viewpoints Provide reasoned interpretations and judgments based on textual and/or inter-textual evidence Express and explain feelings evoked by a text
Assess the choices and motives of characters and people portrayed in texts in light of the choices and motives of self and others (c)	<ul style="list-style-type: none"> Explain the historical, cultural, and political influences on the text (e.g., “This belief has been part of many First Nations cultures since...”)
Respond personally and critically to cultural and societal influences presented in Canadian and international texts (d)	<ul style="list-style-type: none"> Explain the historical, cultural, and political influences on the text (e.g., “This belief has been part of many First Nations cultures since...”)
Evaluate the verisimilitude, appropriateness and significance of print and non-print 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

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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"> • Explain how reaction to the text reinforces the message (e.g., "Even though the conclusion was ambiguous, I felt hopeful...")
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"> • Explain how visual elements (e.g., line, texture, formatting, layout, colour) create meaning (e.g., "The exaggerated features of Raeside's political cartoons satirize the flaws of the leaders," "The black and white sets and the grey clothing underscored the Puritan elements central to The Crucible.")
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"> • Identify how elements of prose forms (e.g., setting, plot, character, theme, and style) influence each other (e.g., elements of setting develop conflict, theme influences style, symbol relates to character)
Appreciate the effectiveness and artistry of print and nonprint texts 2.3.3	
Use terminology appropriate to the forms studied for discussing and appreciating the effectiveness and artistry of a variety of text forms (a)	<ul style="list-style-type: none"> • Modify language, ideas, and information in relation to the needs and interests of the audience
Appreciate the craft of the text creator and the shape and substance of literature and other texts (b)	<ul style="list-style-type: none"> • Offer logical insights regarding the text and/or author (e.g., "Atwood's view of human relationships is pessimistic," "Hodgin's Broken Ground is effective because he tells the story through many narrators.")
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	
Modify selected strategies as needed to refine 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"> • Articulate/discuss a purpose for reading and viewing • Use a variety of alternative sources to locate information and expand background knowledge about the topic (e.g., encyclopedia, internet, books, articles)

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

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators MAY BE used to assess student achievement for each related specific learning outcome.</i>
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"> • Reflect on and respond to a topic/issue/theme to develop an opinion use relevant details to express and justify a viewpoint
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
Assess the breadth and depth of prior knowledge, and refine questions to further satisfy information needs and to guide the collection of new information (c)	<ul style="list-style-type: none"> • Remember and recall relevant details from texts and prior experiences • Make connections between experiences and/or texts (e.g., integrate new ideas and opinions) • Consider prior knowledge and other sources (e.g., writing about what they know and care about, building on others' ideas, research from a variety of sources)
Identify and predict the usefulness of information sources intended to fill gaps between prior knowledge and required information (d)	<ul style="list-style-type: none"> • Whether or not a survey or interview will be useful
Develop and draw from a repertoire of effective strategies and technologies for gathering, generating and recording information (e)	<ul style="list-style-type: none"> • Generate, collect, and develop ideas in a variety of ways (e.g., brainstorming, free-writing, interviewing) • Categorize and organize ideas and information using outlines and graphic organizers before and during writing/representing
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"> • Conceptualize the final product and plan the steps to achieve it • Categorize and organize ideas and information using outlines and graphic organizers before and during writing/representing
Select information and other material appropriate to purpose from a variety of print and non-print 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

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

Specific Outcomes	Achievement Indicators – Measurable outcomes
<i>It is expected that students will:</i>	<i>The following set of indicators MAY BE used to assess student achievement for each related specific learning outcome.</i>
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"> • Use relevant details to express and justify a viewpoint • Categorize and organize ideas and information using outlines and graphic organizers before and during writing/representing
Assess information sources for appropriateness to purpose, audience and presentation form (b)	<ul style="list-style-type: none"> • Use models to assist in understanding form (e.g., short story, essay, ad) and features (e.g., use of dialogue, provocative introduction, visual elements such as font and colour)
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"> • Critique perspectives (e.g., student writes, "She acknowledges how her upbringing influences her opinion on...") • Recognize and describe bias in own and others' thinking (e.g., student writes, "these three essays betray the authors' racial bias.")
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"> • Recognize and describe bias in own and others' thinking (e.g., student writes, "these three essays betray the authors' racial bias.") • Identify missing perspectives (e.g., Student writes, "In Camus' The Outsider, we never know what his mother felt about Meursault.")
Form generalizations and conclusions 3.2.3	
Form generalizations by integrating new information with prior knowledge (a)	<ul style="list-style-type: none"> • Combine perspectives from multiple texts (e.g., synthesize a variety of critical perspectives into a new understanding) • Juxtapose and merge related ideas (e.g., trace similar elements of style to make judgments about effective writing)
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"> • Synthesize ideas and information from various sources to develop and support a thesis or theme
Support generalizations and conclusions sufficiently with relevant and consistent detail (c)	<ul style="list-style-type: none"> • Revise drafts (e.g., experimenting with paragraph order, effective transitions, more engaging introduction and effective conclusion)
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

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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"> Identify and restate main points in order to clarify meaning
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"> Revise drafts (e.g., experimenting with paragraph order, effective transitions, more engaging introduction and effective conclusion) Persevere through the revision process until a satisfactory product is achieved
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"> Accept and incorporate some revision suggestions from peers and teacher (e.g., more descriptive language, add detail to illustration)

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 non-print 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
Assess the results of text creation in terms of the intended purpose and whether or not the target audience was engaged (b)	<ul style="list-style-type: none"> Assess the effectiveness of a job application letter in terms of whether or not the potential employer read the résumé
Analyze audience factors that affect text creation, and explain how consideration of audience factors has affected choices made while creating a text (c)	<ul style="list-style-type: none"> Discuss purpose and identify an audience for writing or representing
Assess whether or not the strategies used to deal with the expectations and constraints of a communication situation were effective (d)	<ul style="list-style-type: none"> Distribute a formal evaluation form to the audience at the end of a meeting, to assess whether or not the strategy of providing time in small-group discussions resolved the issue of lack of time for all audience members to ask questions and express opinions

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
Use a variety of complex structures consistent with form, content and purpose when creating texts; and explain reasons for choices (b)	<ul style="list-style-type: none"> Use frames in a storyboard, including dialogue as appropriate to review organization, and explain why these complex structures are an effective way to create a video text

ELA 30-1

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 the interplay of medium, context and content (c)	<ul style="list-style-type: none"> • Select a medium like television, and assess the interplay of medium, context and content by examining the role that investigative reporters play in reporting world events in a timely and interesting manner
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; and include dialogue, stage directions, and directions for lighting and sound effects when creating a script, as appropriate
Depart from the conventions of oral, print, visual and multimedia texts, as appropriate to purpose, audience and situation and assess the impact on text creation (e)	<ul style="list-style-type: none"> • Employ the conventions of fiction when creating factual narrative to fulfill purpose and create audience effects
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
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"> • Coherently develop an opinion or argument
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 appropriate, relevant and sufficient content to support a controlling idea or unifying effect (e)	<ul style="list-style-type: none"> • Relate supporting details, examples and illustrations to a controlling idea when creating a critical/ analytical response to literature
Develop content consistent with form and appropriate to context (f)	<ul style="list-style-type: none"> • Link questions and answers when reporting the • Results of an interview
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"> • Use close physical proximity, eye contact and other body language strategies effectively to regain audience attention following an interruption
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 humour to open a presentation and set a positive tone with the audience
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"> • Coherently develop an opinion or argument • Categorize and organize ideas and information using outlines and graphic organizers before and during writing/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"> • Revise drafts (e.g., experimenting with paragraph order, effective transitions, more engaging introduction and effective conclusion) • 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"> • Express opinions regarding a text supported by reasons, explanations, and evidence (e.g., Student writes, “I object to the way this image glorifies violence...”)
Enhance organization 4.2.2	
Make revisions as needed to ensure that the beginning of a text in progress establishes purpose and engages audience (a)	<ul style="list-style-type: none"> • A rhetorical question or anecdote used to begin a speech, or the establishing shot of a video
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 or transition • Revise drafts (e.g., experimenting with paragraph order, effective transitions, more engaging introduction and effective conclusion) • Review and confirm organization (e.g., sequencing, transitions, development of ideas)

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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)
Apply the concepts of unity and coherence to ensure the effective organization of oral, print, visual and multimedia texts (d)	<ul style="list-style-type: none"> • Coherently develop an opinion or argument • Present ideas and information in a purposeful and relevant way
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"> • Use vocabulary that expresses a depth and range of response
Assess the appropriateness and effectiveness of diction, and revise word choice as needed to create intended effects (b)	<ul style="list-style-type: none"> • Identify strengths and areas for growth as authors using vocabulary from class-developed and/or other criteria (e.g., “My sonnet had the correct form, but I had trouble with the extended metaphor.”)
Assess syntax for appropriateness and effectiveness, and revise sentence structures as needed to create intended effects (c)	<ul style="list-style-type: none"> • Use a variety of sentence types for effect • Use varied syntax (e.g., sentence fragments for effect) and accepted conventions of usage (e.g., correct use of adverbs)
Explain how stylistic techniques and rhetorical devices are used to create intended effects (d)	<ul style="list-style-type: none"> • Use imagery to create pathos • Use parallel structure to create emphasis, and • Use sound in multimedia texts to create humour
Develop a repertoire of stylistic choices that contribute to personal voice (e)	<ul style="list-style-type: none"> • Apply increasingly sophisticated vocabulary • Use clear language and content words effectively
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 30-1

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 (g)	<ul style="list-style-type: none"> • Participle, gerund and infinitive and to ensure the correct use of structural features [such as appositives and parallel structure
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"> • Edit and proofread for clarity, spelling, and punctuation, and overall appearance
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"> • Identify context (e.g., audience, purpose, situation) • Modify language, ideas, and information in relation to the needs and interests of the audience

ELA 30-1

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)
Explain how selected works of literature and other print and non-print 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...”)
Explain how a text creator’s underlying assumptions influence his or her ideas, opinions and selection of supporting details (c)	<ul style="list-style-type: none"> • Evaluate assumptions implicit within and among texts (e.g., “Anderson-Dargatz’s story of discovery through tragic events requires the reader to share her knowledge of...”)
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"> • Collaborate with members of a group (e.g., listen and speak respectfully, ask questions, take turns, cooperate, disagree courteously) to a achieve a common purpose (e.g., critique a documentary, prepare an oral presentation)

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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"> • Demonstrate active nonverbal participation in group activities (e.g., physical proximity to group, eye contact, facial expression)
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
Analyze and explain the interplay among the roles adopted by group members; and lead or support, when appropriate, motivating a group for high performance (b)	<ul style="list-style-type: none"> • Express opinions and ideas, and encourage the opinions and ideas of others (e.g., elicit additional perspectives, argue opposing positions, build on the ideas of others and voice new understandings, challenge assumptions)
Use and appreciate various means to facilitate completion of group projects (c)	<ul style="list-style-type: none"> • Collaboratively determine and adjust group roles/responsibilities to achieve purpose and goals (e.g., solve problems, redistribute tasks, refine approach)
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"> • Collaboratively determine and adjust group roles/responsibilities to achieve purpose and goals (e.g., solve problems, redistribute tasks, refine approach)
Identify, analyze and assess the collaborative processes used by individuals whose careers involve the development and production of literary texts (e)	<ul style="list-style-type: none"> • The collaborative relationships of author, illustrator, editor and publisher and of playwright, actor, producer and director

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.