

English 1202

Curriculum Guide 2017



Education and Early Childhood Development

***Department of Education and Early
Childhood Development
Mission Statement***

By March 31, 2017, the Department of Education and Early Childhood Development will have improved provincial early childhood learning and the K-12 education system to further opportunities for the people of Newfoundland and Labrador.

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Section One:

Newfoundland and Labrador Curriculum

Introduction

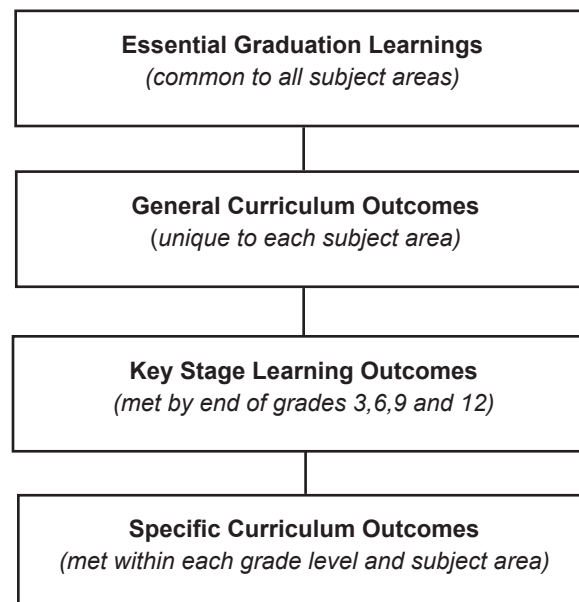
There are multiple factors that impact education: technological developments, increased emphasis on accountability, and globalization. These factors point to the need to consider carefully the education students receive.

The Newfoundland and Labrador Department of Education and Early Childhood Development believes that curriculum design with the following characteristics will help teachers address the needs of students served by the provincially prescribed curriculum:

- Curriculum guides must clearly articulate what students are expected to know and be able to do by the time they graduate from high school.
- There must be purposeful assessment of students' performance in relation to the curriculum outcomes.

Outcomes Based Education

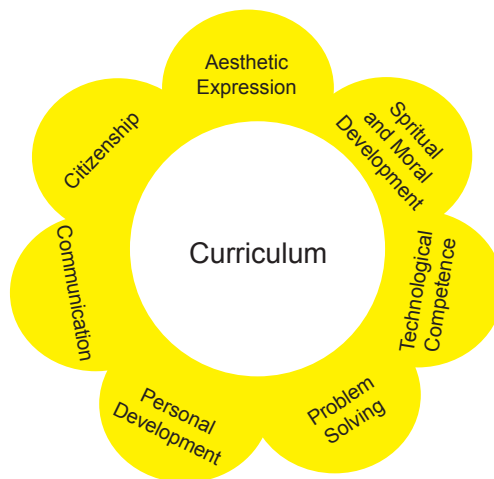
The K-12 curriculum in Newfoundland and Labrador is organized by outcomes and is based on *The Atlantic Canada Framework for Essential Graduation Learning in Schools* (1997). This framework consists of Essential Graduation Learnings (EGLs), General Curriculum Outcomes (GCOs), Key Stage Curriculum Outcomes (KSCOs) and Specific Curriculum Outcomes (SCOs).



Essential Graduation Learnings

EGLs provide vision for the development of a coherent and relevant curriculum. They are statements that offer students clear goals and a powerful rationale for education. The EGLs are delineated by general, key stage, and specific curriculum outcomes.

EGLs describe the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the EGLs will prepare students to continue to learn throughout their lives. EGLs describe expectations, not in terms of individual subject areas, but in terms of knowledge, skills, and attitudes developed throughout the K-12 curriculum. They confirm that students need to make connections and develop abilities across subject areas if they are to be ready to meet the shifting and ongoing demands of life, work, and study.



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

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

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

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

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

Spiritual and Moral Development – Graduates will demonstrate understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.

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

Curriculum Outcomes

Curriculum outcomes are statements that articulate what students are expected to know and be able to do in each program area in terms of knowledge, skills, and attitudes.

Curriculum outcomes may be subdivided into General Curriculum Outcomes, Key Stage Curriculum Outcomes, and Specific Curriculum Outcomes.

General Curriculum Outcomes (GCOs)

Each program has a set of GCOs which describe what knowledge, skills, and attitudes students are expected to demonstrate as a result of their cumulative learning experiences within a subject area. GCOs serve as conceptual organizers or frameworks which guide study within a program area. Often, GCOs are further delineated into KSCOs.

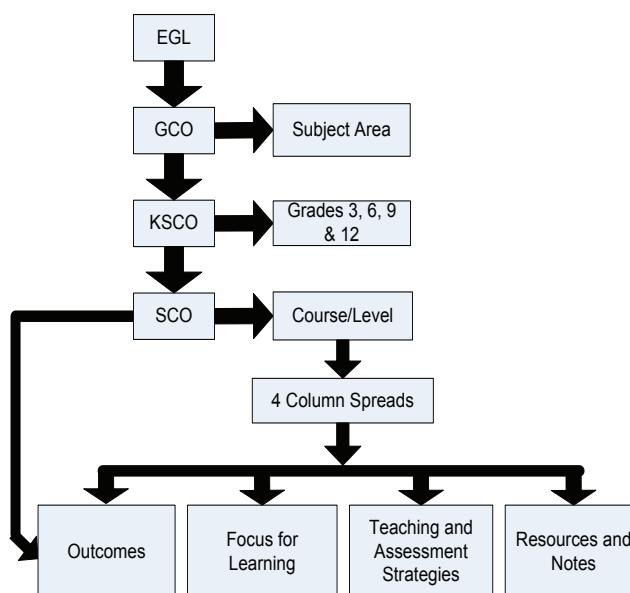
Key Stage Curriculum Outcomes (KSCOs)

Key Stage Curriculum Outcomes (KSCOs) summarize what is expected of students at each of the four key stages of grades three, six, nine, and twelve.

Specific Curriculum Outcomes (SCOs)

SCOs set out what students are expected to know and be able to do as a result of their learning experiences in a course, at a specific grade level. In some program areas, SCOs are further articulated into delineations. *It is expected that all SCOs will be addressed during the course of study covered by the curriculum guide.*

EGLs to Curriculum Guides



Context for Teaching and Learning

Teachers are responsible to help students achieve outcomes. This responsibility is a constant in a changing world. As programs change over time so does educational context. Several factors make up the educational context in Newfoundland and Labrador today: inclusive education, support for gradual release of responsibility teaching model, focus on literacy and learning skills in all programs, and support for education for sustainable development.

Inclusive Education

Valuing Equity and Diversity

Effective inclusive schools have the following characteristics: supportive environment, positive relationships, feelings of competence, and opportunities to participate. (The Centre for Inclusive Education, 2009)

All students need to see their lives and experiences reflected in their school community. It is important that the curriculum reflect the experiences and values of all genders and that learning resources include and reflect the interests, achievements, and perspectives of all students. An inclusive classroom values the varied experiences and abilities as well as social and ethno-cultural backgrounds of all students while creating opportunities for community building. Inclusive policies and practices promote mutual respect, positive interdependencies, and diverse perspectives. Learning resources should include a range of materials that allow students to consider many viewpoints and to celebrate the diverse aspects of the school community.



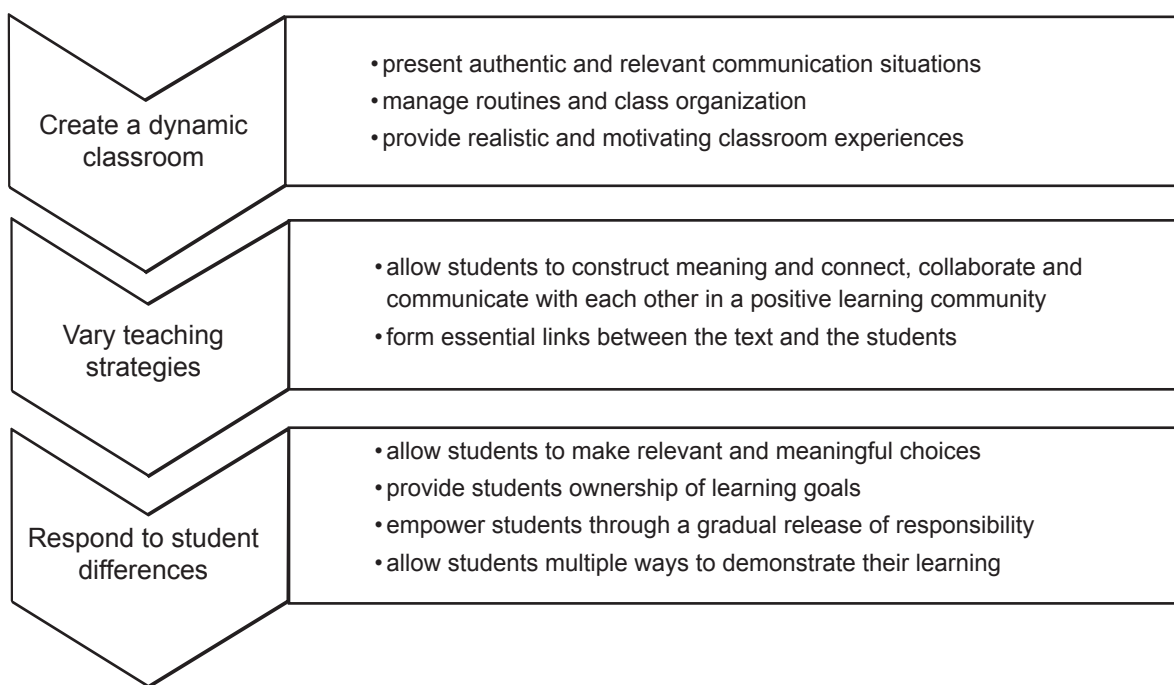
Differentiated Instruction

Differentiated instruction is a teaching philosophy based on the premise that teachers should adapt instruction to student differences. Rather than marching students through the curriculum lockstep, teachers should modify their instruction to meet students' varying readiness levels, learning preferences, and interests. Therefore, the teacher proactively plans a variety of ways to 'get it' and express learning. (Carol Ann Tomlinson, 2008)

Curriculum is designed and implemented to provide learning opportunities for all students according to abilities, needs, and interests. Teachers must be aware of and responsive to the diverse range of learners in their classes. Differentiated instruction is a useful tool in addressing this diversity.

Differentiated instruction responds to different readiness levels, abilities, and learning profiles of students. It involves actively planning so that the process by which content is delivered, the way the resource is used, and the products students create are in response to the teacher's knowledge of whom he or she is interacting with. Learning environments should be flexible to accommodate various learning preferences of the students. Teachers continually make decisions about selecting teaching strategies and structuring learning activities that provide all students with a safe and supportive place to learn and succeed.

Planning for Differentiation



Differentiating the Content

Differentiating content requires teachers to pre-assess students to identify those who require prerequisite instruction, as well as those who have already mastered the concept and may therefore apply strategies learned to new situations. Another way to differentiate content is to permit students to adjust the pace at which they progress through the material. Some students may require additional time while others will move through at an increased pace and thus create opportunities for enrichment or more indepth consideration of a topic of particular interest.

Teachers should consider the following examples of differentiating content:

- Meet with small groups to reteach an idea or skill or to extend the thinking or skills.
- Present ideas through auditory, visual, and tactile means.
- Use reading materials such as novels, websites, and other reference materials at varying reading levels.

Differentiating the Process

Differentiating the process involves varying learning activities or strategies to provide appropriate methods for students to explore and make sense of concepts. A teacher might assign all students the same product (e.g., presenting to peers) but the process students use to create the presentation may differ. Some students could work in groups while others meet with the teacher individually. The same assessment criteria can be used for all students.

Teachers should consider flexible grouping of students such as whole class, small group, or individual instruction. Students can be grouped according to their learning styles, readiness levels, interest areas, and/or the requirements of the content or activity presented. Groups should be formed for specific purposes and be flexible in composition and short-term in duration.

Teachers should consider the following examples of differentiating the process:

- Offer hands-on activities for students.
- Provide activities and resources that encourage students to further explore a topic of particular interest.
- Use activities in which all learners work with the same learning outcomes but proceed with different levels of support, challenge, or complexity.

Differentiating the Product

Differentiating the product involves varying the complexity and type of product that students create to demonstrate learning outcomes. Teachers provide a variety of opportunities for students to demonstrate and show evidence of what they have learned.

Teachers should give students options to demonstrate their learning (e.g., create an online presentation, write a letter, or develop a mural). This will lead to an increase in student engagement.

Differentiating the Learning Environment

The learning environment includes the physical and the affective tone or atmosphere in which teaching and learning take place, and can include the noise level in the room, whether student activities are static or mobile, or how the room is furnished and arranged. Classrooms may include tables of different shapes and sizes, space for quiet individual work, and areas for collaboration.

Teachers can divide the classroom into sections, create learning centres, or have students work both independently and in groups. The structure should allow students to move from whole group, to small group, pairs, and individual learning experiences and support a variety of ways to engage in learning. Teachers should be sensitive and alert to ways in which the classroom environment supports their ability to interact with students.

Teachers should consider the following examples of differentiating the learning environment:

- Develop routines that allow students to seek help when teachers are with other students and cannot provide immediate attention.
- Ensure there are places in the room for students to work quietly and without distraction, as well as places that invite student collaboration.
- Establish clear guidelines for independent work that match individual needs.
- Provide materials that reflect diversity of student background, interests, and abilities.

The physical learning environment must be structured in such a way that all students can gain access to information and develop confidence and competence.

Meeting the Needs of Students with Exceptionalities

All students have individual learning needs. Some students, however, have exceptionalities (defined by the Department of Education and Early Childhood Development) which impact their learning. The majority of students with exceptionalities access the prescribed curriculum. For details of these exceptionalities see www.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html

Supports for these students may include

1. Accommodations
2. Modified Prescribed Courses
3. Alternate Courses
4. Alternate Programs
5. Alternate Curriculum

For further information, see Service Delivery Model for Students with Exceptionalities at www.cdli.ca/sdm/

Classroom teachers should collaborate with instructional resource teachers to select and develop strategies which target specific learning needs.

Meeting the Needs of Students who are Highly Able

*(includes gifted and
talented)*

Some students begin a course or topic with a vast amount of prior experience and knowledge. They may know a large portion of the material before it is presented to the class or be capable of processing it at a rate much faster than their classmates. All students are expected to move forward from their starting point. Many elements of differentiated instruction are useful in addressing the needs of students who are highly able.

Teachers may

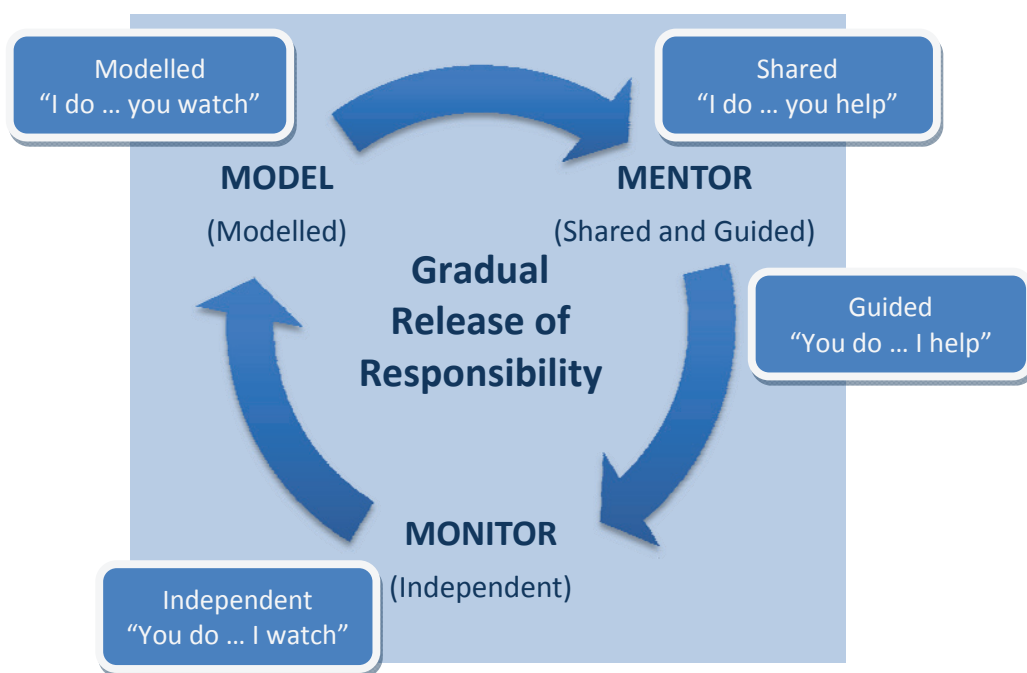
- assign independent study to increase depth of exploration in an area of particular interest;
- compact curriculum to allow for an increased rate of content coverage commensurate with a student's ability or degree of prior knowledge;
- group students with similar abilities to provide the opportunity for students to work with their intellectual peers and elevate discussion and thinking, or delve deeper into a particular topic; and
- tier instruction to pursue a topic to a greater depth or to make connections between various spheres of knowledge.

Highly able students require the opportunity for authentic investigation to become familiar with the tools and practices of the field of study. Authentic audiences and tasks are vital for these learners. Some highly able learners may be identified as gifted and talented in a particular domain. These students may also require supports through the Service Delivery Model for Students with Exceptionalities.

Gradual Release of Responsibility

Teachers must determine when students can work independently and when they require assistance. In an effective learning environment, teachers choose their instructional activities to model and scaffold composition, comprehension, and metacognition that is just beyond the students' independence level. In the gradual release of responsibility approach, students move from a high level of teacher support to independent work. If necessary, the teacher increases the level of support when students need assistance. The goal is to empower students with their own learning strategies, and to know how, when, and why to apply them to support their individual growth. Guided practice supports student independence. As a student demonstrates success, the teacher should gradually decrease his or her support.

Gradual Release of Responsibility Model



Literacy

“Literacy is the ability to identify, understand, interpret, create, communicate and compute, using printed and written materials associated with varying contexts. Literacy involves a continuum of learning in enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society”. To be successful, students require a set of interrelated skills, strategies and knowledge in multiple literacies that facilitate their ability to participate fully in a variety of roles and contexts in their lives, in order to explore and interpret the world and communicate meaning. (The Plurality of Literacy and its Implications for Policies and Programmes, 2004, p.13)

Literacy is

- a process of receiving information and making meaning from it; and
- the ability to identify, understand, interpret, communicate, compute, and create text, images, and sounds.

Literacy development is a lifelong learning enterprise beginning at birth that involves many complex concepts and understandings. It is not limited to the ability to read and write; no longer are we exposed only to printed text. It includes the capacity to learn to communicate, read, write, think, explore, and solve problems. Individuals use literacy skills in paper, digital, and live interactions to engage in a variety of activities:

- Analyze critically and solve problems.
- Comprehend and communicate meaning.
- Create a variety of texts.
- Make connections both personally and inter-textually.
- Participate in the socio-cultural world of the community.
- Read and view for enjoyment.
- Respond personally.

These expectations are identified in curriculum documents for specific subject areas as well as in supporting documents, such as *Cross-Curricular Reading Tools* (CAMET).

With modelling, support, and practice, students' thinking and understandings are deepened as they work with engaging content and participate in focused conversations.

Reading in the Content Areas

The focus for reading in the content areas is on teaching strategies for understanding content. Teaching strategies for reading comprehension benefits all students as they develop transferable skills that apply across curriculum areas.

When interacting with different texts, students must read words, view and interpret text features, and navigate through information presented in a variety of ways including, but not limited to

Advertisements	Movies	Poems
Blogs	Music videos	Songs
Books	Online databases	Speeches
Documentaries	Plays	Video games
Magazine articles	Podcasts	Websites

Students should be able to interact with and comprehend different texts at different levels.

There are three levels of text comprehension:

- Independent level – Students are able to read, view, and understand texts without assistance.
- Instructional level – Students are able to read, view, and understand most texts but need assistance to fully comprehend some texts.
- Frustration level – Students are not able to read or view with understanding (i.e., texts may be beyond their current reading level).

Teachers will encounter students working at all reading levels in their classrooms and will need to differentiate instruction to meet their needs. For example, print texts may be presented in audio form, physical movement may be associated with synthesizing new information with prior knowledge, or graphic organizers may be created to present large amounts of print text in a visual manner.

When interacting with information that is unfamiliar to students, it is important for teachers to monitor how effectively students are using strategies to read and view texts:

- Analyze and think critically about information.
- Determine importance to prioritize information.
- Engage in questioning before, during, and after an activity related to a task, text, or problem.
- Make inferences about what is meant but not said.
- Make predictions.
- Synthesize information to create new meaning.
- Visualize ideas and concepts.

Learning Skills for Generation Next

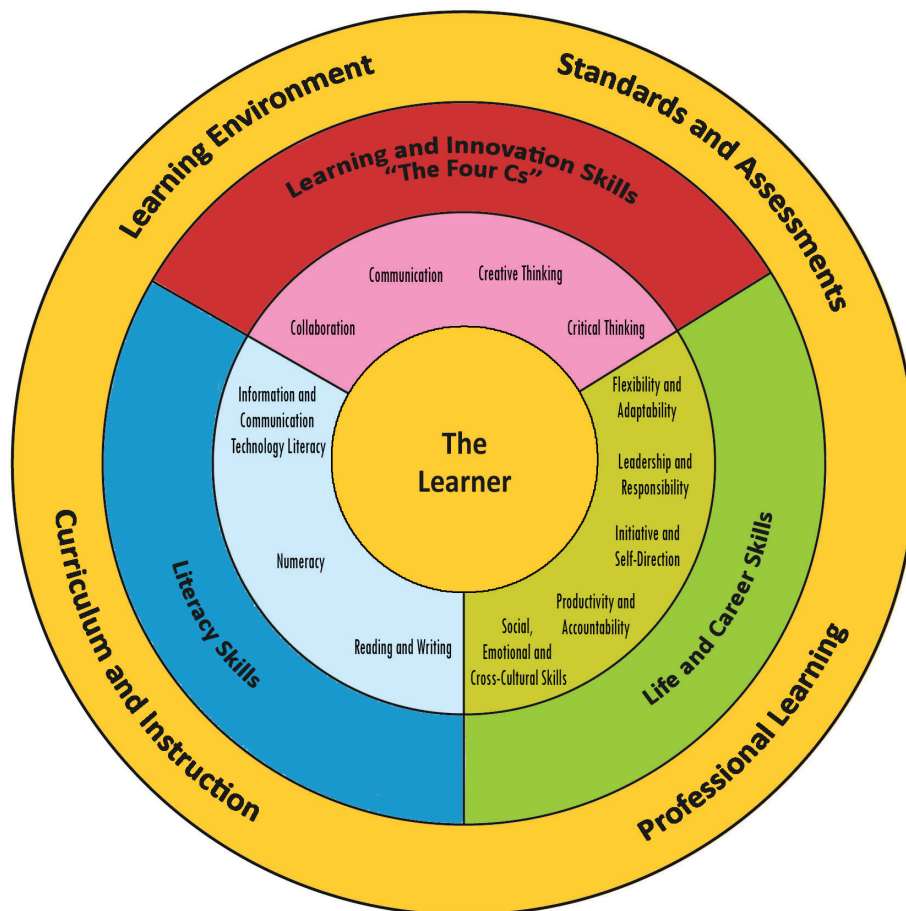
Generation Next is the group of students who have not known a world without personal computers, cell phones, and the Internet. They were born into this technology. They are digital natives.

Students need content and skills to be successful. Education helps students learn content and develop skills needed to be successful in school and in all learning contexts and situations. Effective learning environments and curricula challenge learners to develop and apply key skills within the content areas and across interdisciplinary themes.

Learning Skills for Generation Next encompasses three broad areas:

- Learning and Innovation Skills enhance a person's ability to learn, create new ideas, problem solve, and collaborate.
- Life and Career Skills address leadership, and interpersonal and affective domains.
- Literacy Skills develop reading, writing, and numeracy, and enhance the use of information and communication technology.

The diagram below illustrates the relationship between these areas. A 21st century curriculum employs methods that integrate innovative and research-driven teaching strategies, modern learning technologies, and relevant resources and contexts.



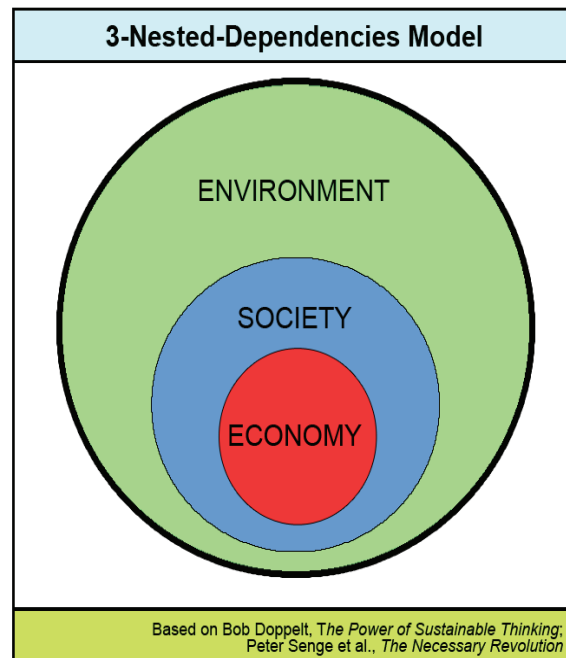
Support for students to develop these abilities and skills is important across curriculum areas and should be integrated into teaching, learning, and assessment strategies. Opportunities for integration of these skills and abilities should be planned with engaging and experiential activities that support the gradual release of responsibility model. For example, lessons in a variety of content areas can be infused with learning skills for Generation Next by using open-ended questioning, role plays, inquiry approaches, self-directed learning, student role rotation, and Internet-based technologies.

All programs have a shared responsibility in developing students' capabilities within all three skill areas.

Education for Sustainable Development

Sustainable development is defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. (Our Common Future, 43)

Sustainable development is comprised of three integrally connected areas: economy, society, and environment.



As conceived by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) the overall goal of Education for Sustainable Development (ESD) is to integrate the knowledge, skills, values, and perspectives of sustainable development into all aspects of education and learning. Changes in human behaviour should create a more sustainable future that supports environmental integrity and economic viability, resulting in a just society for all generations.

ESD involves teaching *for* rather than teaching *about* sustainable development. In this way students develop the skills, attitudes, and perspectives to meet their present needs without compromising the ability of future generations to meet their needs.

Within ESD, the knowledge component spans an understanding of the interconnectedness of our political, economic, environmental, and social worlds, to the role of science and technology in the development of societies and their impact on the environment. The skills necessary include being able to assess bias, analyze consequences of choices, ask questions, and solve problems. ESD values and perspectives include an appreciation for the interdependence of all life forms, the importance of individual responsibility and action, an understanding of global issues as well as local issues in a global context. Students need to be aware that every issue has a history, and that many global issues are linked.

Assessment and Evaluation

Assessment

Assessment is the process of gathering information on student learning.

How learning is assessed and evaluated and how results are communicated send clear messages to students and others about what is valued.

Assessment instruments are used to gather information for evaluation. Information gathered through assessment helps teachers determine students' strengths and needs, and guides future instruction.

Teachers are encouraged to be flexible in assessing student learning and to seek diverse ways students might demonstrate what they know and are able to do.

Evaluation involves the weighing of the assessment information against a standard in order to make a judgement about student achievement.

Assessment can be used for different purposes:

1. Assessment *for* learning guides and informs instruction.
2. Assessment *as* learning focuses on what students are doing well, what they are struggling with, where the areas of challenge are, and what to do next.
3. Assessment *of* learning makes judgements about student performance in relation to curriculum outcomes.

1. Assessment for Learning

Assessment *for* learning involves frequent, interactive assessments designed to make student learning visible. This enables teachers to identify learning needs and adjust teaching accordingly.

Assessment *for* learning is not about a score or mark; it is an ongoing process of teaching and learning:

- Pre-assessments provide teachers with information about what students already know and can do.
- Self-assessments allow students to set goals for their own learning.
- Assessment *for* learning provides descriptive and specific feedback to students and parents regarding the next stage of learning.
- Data collected during the learning process from a range of tools enables teachers to learn as much as possible about what a student knows and is able to do.

2. Assessment as Learning

Assessment *as* learning involves students' reflecting on their learning and monitoring their own progress. It focuses on the role of the student in developing metacognition and enhances engagement in their own learning. Students can

- analyze their learning in relation to learning outcomes,
- assess themselves and understand how to improve performance,
- consider how they can continue to improve their learning, and
- use information gathered to make adaptations to their learning processes and to develop new understandings.

3. Assessment of Learning

Assessment *of* learning involves strategies designed to confirm what students know in terms of curriculum outcomes. It also assists teachers in determining student proficiency and future learning needs. Assessment *of* learning occurs at the end of a learning experience and contributes directly to reported results. Traditionally, teachers relied on this type of assessment to make judgements about student performance by measuring learning after the fact and then reporting it to others. Used in conjunction with the other assessment processes previously outlined, assessment *of* learning is strengthened. Teachers can

- confirm what students know and can do;
- report evidence to parents/guardians, and other stakeholders, of student achievement in relation to learning outcomes; and
- report on student learning accurately and fairly using evidence obtained from a variety of contexts and sources.

Involving Students in the Assessment Process

Students should know what they are expected to learn as outlined in the specific curriculum outcomes of a course as well as the criteria that will be used to determine the quality of their achievement. This information allows students to make informed choices about the most effective ways to demonstrate what they know and are able to do.

It is important that students participate actively in assessment by co-creating criteria and standards which can be used to make judgements about their own learning. Students may benefit from examining various scoring criteria, rubrics, and student exemplars.

Students are more likely to perceive learning as its own reward when they have opportunities to assess their own progress. Rather than asking teachers, "What do you want?", students should be asking themselves questions:

- What have I learned?
- What can I do now that I couldn't do before?
- What do I need to learn next?

Assessment must provide opportunities for students to reflect on their own progress, evaluate their learning, and set goals for future learning.

Assessment Tools

In planning assessment, teachers should use a broad range of tools to give students multiple opportunities to demonstrate their knowledge, skills, and attitudes. The different levels of achievement or performance may be expressed as written or oral comments, ratings, categorizations, letters, numbers, or as some combination of these forms.

The grade level and the activity being assessed will inform the types of assessment tools teachers will choose:

Anecdotal Records	Photographic Documentation
Audio/Video Clips	Podcasts
Case Studies	Portfolios
Checklists	Presentations
Conferences	Projects
Debates	Questions
Demonstrations	Quizzes
Exemplars	Role Plays
Graphic Organizers	Rubrics
Journals	Self-assessments
Literacy Profiles	Tests
Observations	Wikis

Assessment Guidelines

Assessments should measure what they intend to measure. It is important that students know the purpose, type, and potential marking scheme of an assessment. The following guidelines should be considered:

- Collect evidence of student learning through a variety of methods; do not rely solely on tests and paper and pencil activities.
- Develop a rationale for using a particular assessment of learning at a specific point in time.
- Provide descriptive and individualized feedback to students.
- Provide students with the opportunity to demonstrate the extent and depth of their learning.
- Set clear targets for student success using learning outcomes and assessment criteria.
- Share assessment criteria with students so that they know the expectations.

Evaluation

Evaluation is the process of analyzing, reflecting upon, and summarizing assessment information, and making judgements or decisions based on the information gathered. Evaluation is conducted within the context of the outcomes, which should be clearly understood by learners before teaching and evaluation take place. Students must understand the basis on which they will be evaluated and what teachers expect of them.

During evaluation, the teacher interprets the assessment information, makes judgements about student progress, and makes decisions about student learning programs.

Section Two: Curriculum Design

English Language Arts

Language is the central means through which students formulate thoughts and communicate their ideas with others. The English language arts curriculum identifies the processes of thinking that support students' ability to use language to make meaning of texts, whether they are producing texts of their own or interacting with texts created by others.

Experiences with texts are designed to enhance students'

- ability to be creative,
- capacity to respond personally and critically,
- celebration of diversity,
- understanding of metacognition and critical thinking, and
- use of knowledge and language strategies.

The English language arts curriculum supports literacy development through both integrated experiences and the teaching of discrete skills in speaking and listening, reading and viewing, and writing and representing. The curriculum at all levels supports multiple literacies which enable students to interact with and create a variety of digital, live, and paper texts. As students use, interact with, and create texts, they increase their knowledge, experience, and control of language. The curriculum also fosters students' understanding of self and others as well as their ability to be clear and precise in their communication.

The English language arts curriculum creates opportunities for balance and integration among six strands of learning in speaking, listening, reading, viewing, writing, and representing. While the strands are delineated separately for the purposes of explanation in curriculum guides, they are taught in an integrated manner so that the interrelationships between and among the language processes are virtually indistinguishable; the processes of making meaning from and with texts are continual and recursive in nature.

Students use a variety of cognitive processes to make meaning such as analyzing, determining importance, inferring, making connections, monitoring comprehension, predicting, synthesizing, and visualizing. Focusing on these processes while students speak, listen, read, view, write, and represent will support the development of lifelong literacy learning.

Curriculum Outcomes Framework

Below are the key stage 12 outcomes aligned with the general curriculum outcomes for English language arts. The general curriculum outcomes are common to all grades; the key stage outcomes summarize students' expected achievement at the end of each key stage. Further explanation of GCOs and KSCOs can be found on pages 14-35 of the *Foundation for the Atlantic Canada English Language Arts Curriculum*. The specific curriculum outcomes for level I are presented in each strand overview, beginning on page 27.

Strand	General Curriculum Outcomes	Key Stage Outcomes
Speaking and Listening	1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.	<ul style="list-style-type: none"> examine others' ideas and synthesize what is helpful to extend their own understanding ask discriminating questions to acquire, interpret, analyze, and evaluate ideas and information articulate, advocate, and justify positions on an issue or text in a convincing manner, showing an understanding of a range of opposing viewpoints listen critically to analyze, and evaluate concepts, ideas and information
	2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.	<ul style="list-style-type: none"> interact in both leadership and support roles in a range of situations, some of which are characterized by complexity of purpose, procedure, and subject matter adapt language and delivery for a variety of audiences and purposes in informal and formal contexts, some of which are characterized by complexity of purpose, procedure, and subject matter respond to a wide range of complex questions and directions reflect critically on and evaluate their own and others' uses of language in a range of contexts, recognizing the elements of verbal and nonverbal messages that produce powerful communication
	3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.	<ul style="list-style-type: none"> consistently demonstrate active listening and concern for the needs, rights, and feelings of others demonstrate how spoken language influences and manipulates and reveals ideas, values, and attitudes address the demands of a variety of speaking situations, making critical language choices, especially of tone and style
Reading and Viewing	4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.	<ul style="list-style-type: none"> select texts to support their learning needs and range of special interests read widely and experience a variety of literary genres and modes from different provinces and countries and world literature from different literary periods articulate their understanding of ways in which information texts are constructed for particular purposes use cueing systems and a variety of strategies to construct meaning in reading and viewing complex and sophisticated print and media texts articulate their own processes and strategies in exploring, interpreting, and reflecting on sophisticated texts and tasks
	5. Students will be expected to interpret, select, and combine information using a variety of strategies, resources, and technologies.	<ul style="list-style-type: none"> access, select, and research, in systematic ways, specific information to meet personal and learning needs <ul style="list-style-type: none"> use the electronic network and other sources of information in ways characterized by complexity of purpose, procedure, or subject matter evaluate their research process

Strand	General Curriculum Outcomes	Key Stage Outcomes
Reading and Viewing	6. Students will be expected to respond personally to a range of texts.	<ul style="list-style-type: none"> • make informed personal responses to increasingly challenging print and media texts and reflect on their responses • articulate and justify points of view about texts and text elements
	7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.	<ul style="list-style-type: none"> • critically evaluate the information they access • show the relationship among language, topic, purpose, context, and audience <ul style="list-style-type: none"> - note the relationship of specific elements of a particular text to elements of other texts - describe, discuss and evaluate the language, ideas, and other significant characteristics of a variety of texts and genres • respond critically to complex and sophisticated texts <ul style="list-style-type: none"> - examine how texts work to reveal and produce ideologies, identities, and positions - examine how media texts construct notions of roles, behaviour, culture, and reality - examine how textual features help a reader and viewer to create meaning of the texts
Writing and Representing	8. Students will be expected to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.	<ul style="list-style-type: none"> • use writing and other ways of representing to extend, explore, and reflect on <ul style="list-style-type: none"> - their experiences with and insights into challenging texts and issues - the processes and strategies they used - their achievements as language users and learners - the basis for their feelings, values, and attitudes • use note-making strategies to reconstruct increasingly complex knowledge • make effective choices of language and techniques to enhance the impact of imaginative writing and other ways of representing
	9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.	<ul style="list-style-type: none"> • produce writing and other forms of representation characterized by increasing complexity of thought, structure, and conventions • demonstrate understanding of the ways in which the construction of texts can create, enhance, or control meaning <ul style="list-style-type: none"> - make critical choices of form, style, and content to address increasingly complex demands of different purposes and audiences • evaluate the responses of others to their writing and media productions
	10. Students will be expected to use a range of strategies to develop effective writing and representing and to enhance their clarity, precision, and effectiveness.	<ul style="list-style-type: none"> • apply their knowledge of what strategies are effective for them as creators of various writing and media productions • use the conventions of written language accurately and consistently in final products • use technology to effectively serve their communication purposes • demonstrate a commitment to the skilful crafting of a range of writing and other representations • integrate information from many sources to construct and communicate meaning

Senior High English Language Arts

Senior high school English language arts continues the philosophy and methodologies of the Intermediate English language arts curriculum. It continues to focus on students' interaction with and creation of texts through the six strands of language arts: speaking, listening, reading, viewing, writing, and representing. The strands are taught in an integrated manner designed to provide students with the knowledge and skills they need to become successful language learners who think and communicate personally, creatively, and critically.

This program is designed to enhance students' ability to

- assume responsibility for their own learning;
- interact with a wide variety of texts;
- respond creatively when using digital, live, or paper texts;
- respond personally;
- think and respond critically to texts they read, view, or hear;
- understand their own thinking about how they learn; and
- use knowledge and strategies as they navigate and create texts.

English 1202

English 1202 is designed for students entering Level I who require extra support in order to strengthen essential language and literacy skills. Students will increase their understanding of literacy tools and communication devices. They will develop more detailed and varied interpretations of these texts as they respond personally, critically, and creatively. Students will analyze and create a variety of texts based on their interests, abilities, and learning needs. The course is designed to help develop the range of oral communication, reading, writing, and media literacy skills necessary for success in daily life as well as secondary and post secondary studies.

Suggested Yearly Plan

There is no single way to organize a year of instruction for students; many variables influence teachers' choices for learning opportunities. These include students' prior learning and interests, teacher's collaboration opportunities, as well as availability and accessibility of resources.

Two variations of suggested yearly plans are included. One suggestion focuses on a genre approach while the other focuses on a thematic approach. A combination of both approaches may also be preferred.

For additional information related to yearly planning, see Appendix A1: Suggested Guidelines for Selecting Content. See Appendix L for a list of authorized resources.

The depth of treatment expected will vary according to the text presented and student readiness.

The yearly plans below are guides only. In English 1202 it is suggested that equal focus be placed on the study of fiction and nonfiction. For information on common approaches to instruction, see Appendix A2.

Suggested Yearly Plan by Genre				
Number of weeks listed are suggested totals for the entire year. Each genre may be revisited several times during the year (e.g., short prose and poetry may be studied in the fall, winter, and spring for 3-4 weeks each; an independent novel study may take place in the fall and again in the winter, with research integrated, for 3-4 weeks each time).				
Genre	Short Prose and Poetry	Novel Study	Visual and Media Literacy	Drama
Form/Type	essays, short stories (fiction and nonfiction), poems, songs, spoken word	Literature Circle/Book Club or Whole Class	Visual – photos, paintings, sculptures, graphic novels, etc. Media – blogs, ads, webpages, posters, podcasts, videos, etc.	longer play, shorter play, script, etc.
	Inquiry and research integrated throughout Independent extended text study (studies) integrated throughout			
Time Frame	9-12 weeks	6-9 weeks	7-10 weeks	4-5 weeks

Suggested Yearly Plan by Theme						
Number of weeks listed are suggested totals for the entire year. Each theme may be revisited several times during the year or fewer themes than the six listed below may be chosen.						
Theme	Relationships	Humour	Big Ideas	Conflict	Evaluating Perspectives	Family
Form/Type	<ul style="list-style-type: none"> Short prose, poetry, visuals, media, drama, etc., integrated throughout Inquiry and research integrated throughout Independent extended text study (studies) integrated throughout 					
Time Frame	5-6 weeks	5-6 weeks	5-6 weeks	5-6 weeks	5-6 weeks	5-6 weeks

How to Use the Four Column Curriculum Layout

Outcomes

Column one contains specific curriculum outcomes (SCO) and accompanying delineations where appropriate. The delineations provide specificity in relation to key ideas.

Outcomes are numbered in ascending order.

Delineations are indented and numbered as a subset of the originating SCO.

All outcomes are related to general curriculum outcomes.

Focus for Learning

Column two is intended to assist teachers with instructional planning. It also provides context and elaboration of the ideas identified in the first column.

This may include:

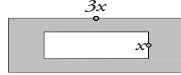
- cautionary notes
- clarity in terms of scope
- common misconceptions
- depth of treatment
- knowledge required to scaffold and challenge student's learning
- references to prior knowledge

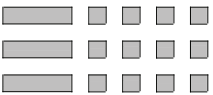
Sample Performance Indicator(s)

This provides a summative, higher order activity, where the response would serve as a data source to help teachers assess the degree to which the student has achieved the outcome.

Performance indicators are typically presented as a task, which may include an introduction to establish a context. They would be assigned at the end of the teaching period allocated for the outcome.

Performance indicators would be assigned when students have attained a level of competence, with suggestions for teaching and assessment identified in column three.

SPECIFIC CURRICULUM OUTCOMES	
GCO 1: Represent algebraic expressions in multiple ways	
Outcomes	Focus for Learning
<p>Students will be expected to</p> <p>1.0 model, record and explain the operations of multiplication and division of polynomial expressions (limited to polynomials of degree less than or equal to 2) by monomials, concretely, pictorially and symbolically. [GCO 1]</p> <p>1.2 model division of a given polynomial expression by a given monomial concretely or pictorially and record the process symbolically.</p> <p>1.3 apply a personal strategy for multiplication and division of a given polynomial expression</p>	<p>From previous work with number operations, students should be aware that division is the inverse of multiplication. This can be extended to divide polynomials by monomials. The study of division should begin with division of a monomial by a monomial, progress to a polynomial by a scalar, and then to division of a polynomial by any monomial.</p> <p>Division of a polynomial by a monomial can be visualized using area models with algebra tiles. The most commonly used symbolic method of dividing a polynomial by a monomial at this level is to divide each term of the polynomial by the monomial, and then use the exponent laws to simplify. This method can also be easily modelled using tiles, where students use the sharing model for division.</p> <p>Because there are a variety of methods available to multiply or divide a polynomial by a monomial, students should be given the opportunity to apply their own personal strategies. They should be encouraged to use algebra tiles, area models, rules of exponents, the distributive property and repeated addition, or a combination of any of these methods, to multiply or divide polynomials. Regardless of the method used, students should be encouraged to record their work symbolically. Understanding the different approaches helps students develop flexible thinking.</p>
Sample Performance Indicator	
<p>Write an expression for the missing dimensions of each rectangle and determine the area of the walkway in the following problem:</p> <ul style="list-style-type: none"> The inside rectangle in the diagram below is a flower garden. The shaded area is a concrete walkway around it. The area of the flower garden is given by the expression $2x^2 + 4x$ and the area of the large rectangle, including the walkway and the flower garden, is $3x^2 + 6x$. 	

SPECIFIC CURRICULUM OUTCOMES	
<i>GCO 1: Represent algebraic expressions in multiple ways</i>	
Sample Teaching and Assessment Strategies	Resources and Notes
<p>Teachers may use the following activities and/or strategies aligned with the corresponding assessment tasks:</p> <p>Modeling division using the sharing model provides a good transition to the symbolic representation. For example, $\frac{3x+12}{3} = \frac{3x}{3} + \frac{12}{3}$. To model this, students start with a collection of three x-tiles and 12 unit tiles and divide them into three groups.</p>  <p>For this example, $x + 4$ tiles will be a part of each group, so the quotient is $x + 4$.</p> <p>Activation</p> <p>Students may</p> <ul style="list-style-type: none"> Model division of a polynomial by a monomial by creating a rectangle using four x^2-tiles and eight x-tiles, where $4x$ is one of the dimensions. <p>Teachers may</p> <ul style="list-style-type: none"> Ask students what the other dimension is and connect this to the symbolic representation. <p>Connection</p> <p>Students may</p> <ul style="list-style-type: none"> Model division of polynomials and determine the quotient <p>(i) $(6x^2 + 12x - 3) \div 3$</p> <p>(ii) $(4x^2 - 12x) \div 4x$</p> <p>Consolidation</p> <p>Students may</p> <ul style="list-style-type: none"> Draw a rectangle with an area of $36a^2 + 12a$ and determine as many different dimensions as possible. <p>Teachers may</p> <ul style="list-style-type: none"> Discuss why there are so many different possible dimensions. <p>Extension</p> <p>Students may</p> <ul style="list-style-type: none"> Determine the area of one face of a cube whose surface area is represented by the polynomial $24s^2$. Determine the length of an edge of the cube. 	<p>Authorized</p> <ul style="list-style-type: none"> <i>Math Makes Sense</i> 9 Lesson 5.5: Multiplying and Dividing a Polynomial by a Constant Lesson 5.6: Multiplying and Dividing a Polynomial by a Monomial ProGuide: pp. 35-42, 43-51 CD-ROM: Master 5.23, 5.24 See It Videos and Animations: Multiplying and Dividing a Polynomial by a Constant, Dividing Multiplying and Dividing a Polynomial by a Monomial, Dividing SB: pp. 241-248, 249-257 PB: pp. 206-213, 214-219

Resources and Notes

Column four references supplementary information and possible resources for use by teachers.

These references will provide details of resources suggested in column two or three.

Suggestions for Teaching and Assessment

This column contains specific sample tasks, activities, and strategies that enable students to meet the goals of the SCOs and be successful with performance indicators. Instructional activities are recognized as possible sources of data for assessment purposes. Frequently, appropriate techniques and instruments for assessment purposes are recommended.

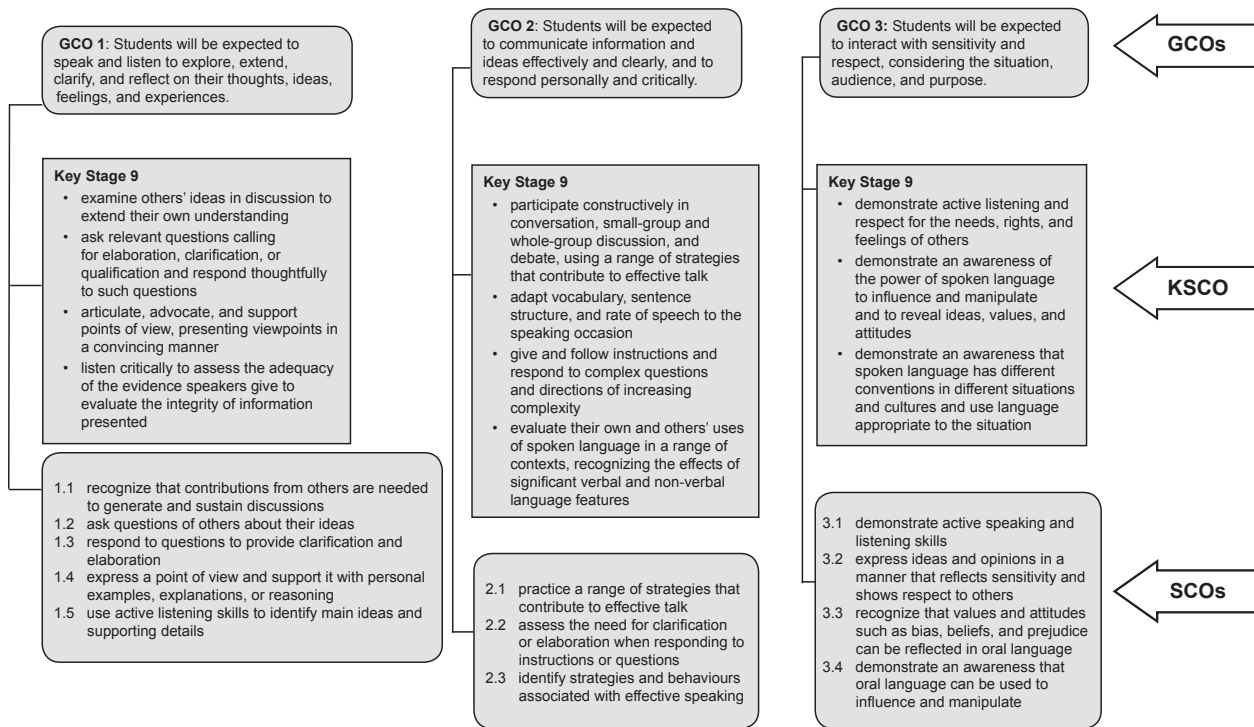
Suggestions for instruction and assessment are organized sequentially:

- **Activation** – suggestions that may be used to activate prior learning and establish a context for the instruction
- **Connection** – linking new information and experiences to existing knowledge inside or outside the curriculum area
- **Consolidation** – synthesizing and making new understandings
- **Extension** – suggestions that go beyond the scope of the outcome

These suggestions provide opportunities for differentiated learning and assessment.

How to Use a Strand Overview

At the beginning of each strand grouping there is explanation of the focus for the strand and a flow chart identifying the relevant GCOs, KSCOs, and SCOs.



The SCOs Continuum follows the chart to provide context for teaching and assessment for the grade/course in question. The current grade is highlighted in the chart.

Previous Grade			Current Grade			Next Grade		
			GCO 1: Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.					
Grade 6			Grade 7			Grade 8		
1.0	examine how sharing experiences, explanations or reasoning with others clarifies and extends thinking		1.1	recognize that contributions from others are needed to generate and sustain discussions		1.1	reflect upon the contribution of others' ideas during discussion	
2.0	use active listening strategies for a variety of purposes		1.2	ask questions of others about their ideas		1.2	ask questions of others for clarification	
3.0	assess how thinking may be affected as a result of listening to others		1.3	respond to questions to provide clarification and elaboration		1.3	respond to questions to provide accuracy, relevancy, and validity	
			1.4	express a point of view and support it with personal examples, explanations, or reasoning		1.4	express a point of view and support it with personal examples and evidence from various sources	
			1.5	use active listening skills to identify main ideas and supporting details		1.5	use active listening skills to interpret main ideas and the relevancy of supporting details	

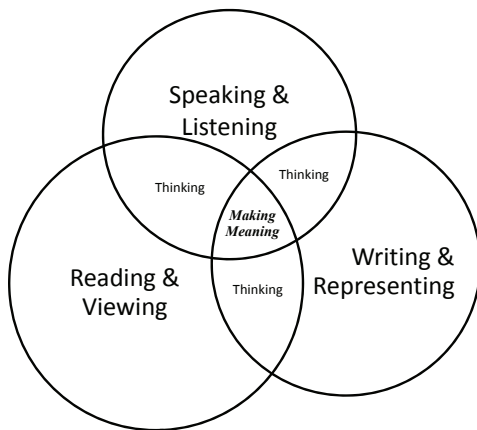
Section Three:

Specific Curriculum Outcomes

Speaking and Listening

Speaking and Listening

Focus

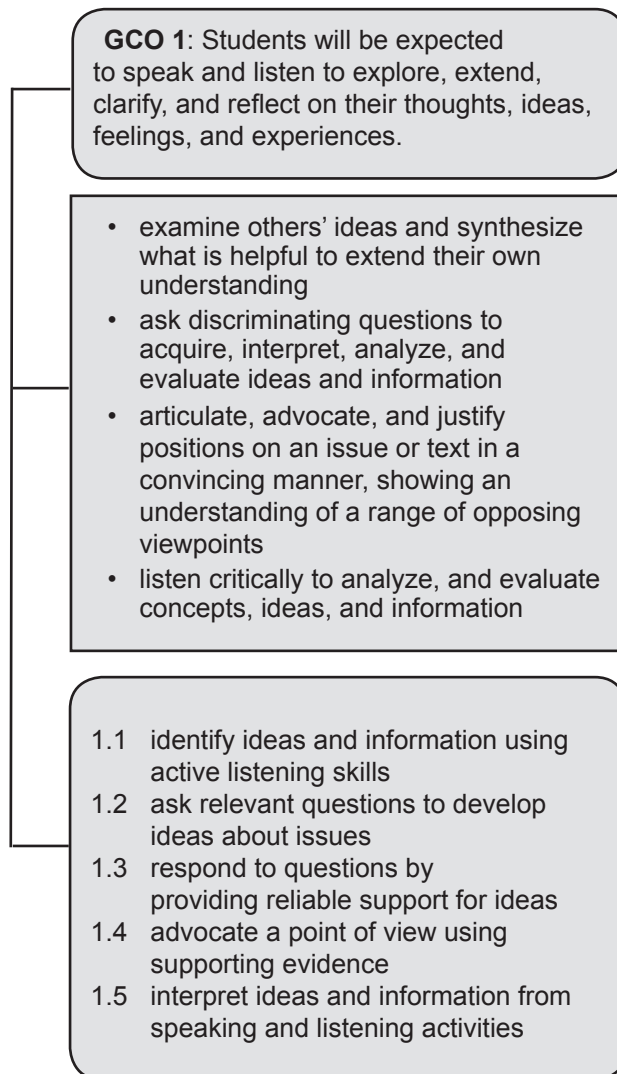


Students speak and listen to express themselves and communicate ideas through oral language. “Talk is the bridge that helps students make connections between what they know and what they are coming to know” (Booth, 1994). To make meaning through oral language students must

- activate prior knowledge, ideas, and experiences;
- monitor their thinking (i.e., metacognition); and
- reflect on experiences, ideas, and beliefs.

Students are more likely to share ideas and actively listen in a classroom environment that supports risk-taking in open conversations and discussions. They should make connections between what they hear, read, or view and what they create through speaking, writing, and representing. The triple Venn diagram represents the interconnectedness among these processes.

Outcomes Framework



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

- interact in both leadership and support roles in a range of situations, some of which are characterized by complexity of purpose, procedure, and subject matter
- adapt language and delivery for a variety of audiences and purposes in informal and formal contexts, some of which are characterized by complexity of purpose, procedure, and subject matter
- respond to a wide range of complex questions and directions
- reflect critically on and evaluate their own and others' uses of language in a range of contexts, recognizing the elements of verbal and non-verbal messages that produce powerful communication

- 2.1 use a range of strategies that contribute to effective informal communication
- 2.2 evaluate the range of strategies that contribute to effective informal communication
- 2.3 adjust language and delivery when responding personally and critically
- 2.4 use a range of strategies associated with effective formal communication
- 2.5 evaluate the strategies associated with effective formal communication

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

- consistently demonstrate active listening and concern for the needs, rights, and feelings of others
- demonstrate how spoken language influences and manipulates and reveals ideas, values, and attitudes
- address the demands of a variety of speaking situations, making critical language choices, especially of tone and style

- 3.1 explain how spoken language reveals ideas, values, and attitudes
- 3.2 analyze how spoken language influences others
- 3.3 analyze the positions of others
- 3.4 use a variety of communication styles appropriately

SCO Continuum

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

English Language Arts 9	English 1202	English 2202
1.1 examine their own and others' ideas during discussion	1.1 identify ideas and information using active listening skills	1.0 compare points of view to revise their own opinion
1.2 ask questions calling for elaboration, clarification, or qualification	1.2 ask relevant questions to develop ideas about issues	2.0 use active listening skills to respond to oral language
1.3 respond to questions to provide reliable qualification for ideas	1.3 respond to questions by providing reliable support for ideas	3.0 apply features of oral language
1.4 advocate a point of view and support it with personal examples and evidence from various sources	1.4 advocate a point of view using supporting evidence	4.0 evaluate how the features of oral language are used to influence listeners
1.5 use active listening skills to assess the relevancy and adequacy of supporting details	1.5 interpret ideas and information from speaking and listening activities	

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

English Language Arts 9	English 1202	English 2202
2.1 evaluate a range of strategies to defend their points of view and contribute to effective talk	2.1 use a range of strategies that contribute to effective informal communication	5.0 use strategies associated with formal and informal communication
2.2 assess the need for clarification or elaboration when responding to instructions or questions	2.2 evaluate the range of strategies that contribute to effective informal communication	6.0 analyze strategies that contribute to effective communication
2.3 evaluate strategies and behaviours associated with effective speaking	2.3 adjust language and delivery when responding personally and critically	7.0 respond to questions in a variety of situations
	2.4 use a range of strategies associated with effective formal communication	8.0 advocate a point of view using supporting evidence
	2.5 evaluate the strategies associated with effective formal communication	

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

English Language Arts 9	English 1202	English 2202
3.1 demonstrate responsive speaking and listening skills	3.1 explain how spoken language reveals ideas, values, and attitudes	9.0 use a variety of communication strategies
3.2 express ideas and opinions in a manner that reflects sensitivity and shows respect to others	3.2 analyze how spoken language influences others	10.0 analyze others' points of view
3.3 question ideas, values, and attributes in oral language	3.3 analyze the positions of others	11.0 demonstrate that different situations, audiences, and purposes require different degrees of sensitivity
3.4 evaluate how oral language is used to influence and manipulate	3.4 use a variety of communication styles appropriately	12.0 examine the implications of using different forms of communication

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

Outcomes

Students will be expected to

- 1.1 identify ideas and information using active listening skills
- 1.2 ask relevant questions to develop ideas about issues
- 1.3 respond to questions by providing reliable support for ideas
- 1.4 advocate a point of view using supporting evidence
- 1.5 interpret ideas and information from speaking and listening activities

Focus for Learning

It is important that students be able to speak and listen effectively in a variety of situations. They will already have a range of experiences that may include speaking in pairs, participating in small and whole group discussions, and giving speeches and presentations. Students may still find it challenging to comfortably speak in groups and should have explicit instruction as well as multiple opportunities for speaking in small and large group situations. See Appendix B1 for questions and prompts to scaffold learning (S/L).

Active listening is a skill that must be cultivated, nurtured, and taught. An important goal for listeners must be the building of rapport between themselves and the speaker. They can develop these skills by:

- asking meaningful questions at appropriate times
- paying close attention to the speaker to improve understanding
- placing themselves in the speaker's shoes
- removing distractions (e.g., books, cell phones)
- responding to the speaker using non-verbal cues (e.g., nodding, making eye contact, smiling)
- taking notes and restating what is heard (to confirm understanding)

Three Types of Listening		
Discriminative	Critical	Appreciative
<ul style="list-style-type: none"> • Comprehending information • Listening to instruction or other comments 	<ul style="list-style-type: none"> • Assessing for bias, prejudice, or favouritism • Assessing for facts or logic • Evaluating evidence 	<ul style="list-style-type: none"> • Enjoying language for sound or music • Understanding non-verbal communication • Visualizing

In grade 9, students asked questions that required others to provide elaboration, clarification, or qualification of ideas. In English 1202 they will continue to develop and enhance these skills.

Questioning Technique	Examples
Elaboration	<ul style="list-style-type: none"> • Can you tell me more about...? • What are implied meanings? • What does it mean to you? • What are possible next steps?
Clarification	<ul style="list-style-type: none"> • How did the character get to this point? • Where can I get more information? • What do they mean by...?
Qualification	<ul style="list-style-type: none"> • What is the evidence for this statement? • What is the source of this evidence?

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Review characteristics of effective speaking and listening.
- Ask students how they feel about specific topics or texts.
- Model various types of speaking (e.g., informal conversation, formal speech, giving directions or feedback).

Students may

- Brainstorm a list of skills they feel are important to be a good speaker and a good listener.
- Brainstorm a list of strategies they feel are important to make a convincing argument.
- Reflect on the following questions:
 - Are my tone and delivery appropriate for the audience and purpose?
 - Do I use body language to show that I am listening?
 - How do I know I am hearing information the way it is intended to be heard?
 - How do I show respect for others' ideas?
 - What kind of body language encourages a speaker?
 - When I don't agree, do I say it? How?
 - When should I speak, and when should I just listen?

Connection

Teachers may

- Read an argumentative or persuasive speech. Discuss tone, gestures, arguments, etc.
- Provide prompts for improvisational drama, impromptu speeches, role-plays, etc. See Appendix C3 for a role-play rubric.
- Invite a guest speaker. With students, prepare a list of questions for the speaker prior to the event.

Students may

- Listen to an audio text (in a small group; different groups may use different texts). Share personal opinions and interpretations within the group or with the whole class.
- Read and share opinions and feelings on a current news story.
- Respond to a variety of emoticons. Name the emotion portrayed and demonstrate different ways to express that emotion (e.g., different ways to express happiness).
- Role-play a scene from a text that may occur after the story has ended.
- List and discuss ideas they would like to see addressed at a school or community meeting (e.g., how funding a new soccer field would be beneficial). Predict how adults or other policy makers might respond.

Resources and Notes

Authorized

Appendices

- Appendix B1 – Questions and Prompts to Scaffold Learning (S/L)
- Appendix C3 – Role-Play Rubric

English Connect (Nelson)

- Strategies to support GCO 1 are found in the Responding section on pages: 61, 105, 117, 153, 159, 255
- Selections related to GCO 1: 60, 103, 116, 150, 156, 250

Homegrown 10 (Nelson)

- Strategies to support GCO 1 are found in the Responding section on pages: 3, 39, 59, 65, 72
- Selections related to GCO 1: 3, 8, 16, 49, 57, 70

Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/1202/links/spl.html>

- Listening Tips
- Famous Speeches
- The Structure of Great Talks (Ted™ Talks)
- Poetry Recitations
- Tips for Conducting Interviews

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

Outcomes

Students will be expected to

- 1.1 identify ideas and information using active listening skills*
- 1.2 ask relevant questions to develop ideas about issues*
- 1.3 respond to questions by providing reliable support for ideas*
- 1.4 advocate a point of view using supporting evidence*
- 1.5 interpret ideas and information from speaking and listening activities*

Focus for Learning

When questioned, students must be able to provide reliable support for their ideas and opinions. For example, a student who is asked about food preferences should be able to formulate and provide an answer based on his or her own experiences. Teachers should provide multiple opportunities for students to ask and answer questions as well as to listen to others. It may be helpful to begin with informal class discussions on familiar topics before asking students to participate in more formal speaking activities. See Appendix C for sample speaking and listening activities.

Even though students are familiar with advocating their own opinion or point of view, this is a skill which must continue to be developed. Students can advocate a point of view by:

- being specific about the topic and stating how they are affected
- sharing current, reliable, and relevant evidence
- using an emotional tone
- using examples that elicit an emotional response

Students need to become more skilled at interpreting the meaning of ideas and information to which they are exposed. This is a necessary step towards being able to understand and analyze the messages others are giving. It is also important for students to explore, express, and extend on their own thoughts and feelings. They should consider emotional reactions, images, messages, details, the speaker's tone, purpose, etc., as they form ideas about what they say and hear.

Sample Performance Indicator

Choose a personally relevant topic. Prepare and share viewpoints in a form of your choice (e.g., recorded rant, informal debate, discussion). Use supporting reasons for your opinions. Students in the audience may create and ask questions to generate discussion.

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

Sample Teaching and Assessment Strategies

Consolidation

Teachers may

- Review and model effective interview techniques (e.g., asking and answering questions, body language, sharing personal experiences).

Students may

- Provide directions for completion of a familiar task (e.g., putting in a contact lens, travelling from one location to another).
- Demonstrate personal expertise in a specific skill (e.g., applying make-up, baking cookies, playing a video game). See PL site for a sample video on peer and teacher modelling.
- Write and create a video of a poem, song, or rap to support an expressed point of view.
- Participate in a gallery walk. View visuals throughout the room and respond to teacher directed questions or work in small groups to ask questions, compare and contrast subjects, artists, styles, etc.
- Participate in an interview. With a partner, use a job advertisement to create eight questions that may be asked during an interview. After independently preparing answers, one student will act as the interviewer and the other as the person being interviewed. The interviewer will choose four of the eight questions to ask after which students will reverse roles.

Extension

Students may

- Interview a community member on a topic of interest and present highlights to the class.

Resources and Notes

Authorized

Appendices

- Appendix C1 – Panel Discussion
- Appendix C2 – Informal Debates

PL Site: Teaching and Learning Strategies <https://www.k12pl.nl.ca/curr/10-12/ela/1202/strat.html>

- Video Clip – Peer and Teacher Modelling

Cultural Connections

School libraries are provided with published works under the Resource Acquisition Program. Detailed listings, including grade level suggestions, of current and past acquisitions are available at www.culturalconnections.nl.ca/

Texts to practice listening include:

- *Comfort and Joy, Christmas Songs of Newfoundland and Labrador* (provided 2014)
- *Captains and Ships* – A compilation of 12 NL songs (provided 2013)
- *Coasting Trade* – Lyrical Narratives (provided 2012)

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

Outcomes

Students will be expected to

- 2.1 use a range of strategies that contribute to effective informal communication
- 2.2 evaluate the range of strategies that contribute to effective informal communication
- 2.3 adjust language and delivery when responding personally and critically
- 2.4 use a range of strategies associated with effective formal communication
- 2.5 evaluate the strategies associated with effective formal communication

Focus for Learning

Students will be aware of the differences between formal and informal communication. (e.g., a prepared speech vs. a conversation, a job interview vs. a movie invitation to a friend).

Teachers can help students communicate effectively and clearly by:

- asking questions requiring a variety of thinking and response strategies
- assessing both process and products
- encouraging students to challenge their own and others' assumptions, prejudices, and information presented as facts
- providing students with opportunities to gather, question, interpret, and exchange information

To respond both personally and critically, students will be able to examine and provide reasons for their own ideas and opinions.

Students need opportunities to practice communication skills, both in small and large groups. Some strategies for effective informal communication include:

- adding only necessary detail
- allowing the other person equal opportunity to speak
- interrupting appropriately
- knowing when the conversation should end
- making the other person feel comfortable
- paying attention to the body language of self and others
- providing thoughtful responses
- questioning rather than criticizing
- staying on topic

Students will evaluate (reflect on and judge the value) whether their own and others' use of informal communication strategies are effective. Audience and setting will determine the strategies that are most appropriate for use. Students may use checklists, questioning, group discussion, reflective journals, etc., to evaluate the effectiveness of communication strategies.

Students must adjust their language and delivery to suit the situation and audience. They should be able to recognize the strategies used when communicating, as well as the relationship between listening and responding appropriately.

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Share examples of public service announcements (audio). Discuss questions such as:
 - Is the information communicated effectively and clearly?
 - Is the main idea/message repeated for effectiveness?
 - What information is missing?
 - What is the tone? Is it appropriate?
- Review different speaking strategies (referred to in column two, Focus For Learning).
- Model how to give an oral explanation of a diagram (e.g., starting with a general statement, then moving into more specific details).

Students may

- Listen to an instructional audio clip and discuss whether the information is clearly presented.
- Participate in short activities that provide opportunities to speak informally. These may include discussing favourite activities or TV shows, playing word association games, participating in table talk games, sharing two truths and one lie, playing Guess Who™ or Jeopardy™, etc.
- Compare a professional audio presentation of a story or text to one which is purposely altered (e.g., John Malkovich reading *The Night Before Christmas* vs. another person reading, a song by Weird Al Yankovich vs. the same song by the original artist).
- Create a list of criteria for effective communication. The list may be used to develop a rubric or checklist.

Connection

Teachers may

- Read aloud from other curriculum areas (e.g., science, social studies). Ask students to comment on the differences they notice in reading strategies (e.g., changes in tone, pace, emphasis).

Students may

- Practice effective communication using scenarios such as ordering by telephone, being interviewed by the media, making a school announcement, or participating in a job interview.
- Create a drawing (e.g., house) or object (e.g., paper airplane) based solely on the verbal directions of another person.
- Read a short article or watch a video. Retell the main ideas (in order).
- Create a list of words (e.g., love, friend, yesterday) commonly found in song lyrics. Take turns choosing one word and singing or saying a line from a song containing that word. Students may also share information they know about the artist or song.

Resources and Notes

Authorized

English Connect (Nelson)

- Strategies to support GCO 2 are found in the Responding section on pages: 19, 49, 53, 67, 85, 101, 115, 131, 171, 197
- Selections related to GCO 2: 49, 50, 64, 80, 130, 168, 194

Homegrown 10 (Nelson)

- Strategies to support GCO 2 are found in the Responding section on pages: 15, 29, 65, 72, 123,
- Selections related to GCO 2: 14, 15, 16, 24, 70

Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/1202/links/spl.html>

- Public Radio (audio)
- Discussions and Debates (videos)
- Toastmasters
- Plays to Read Aloud
- Rubrics

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

Outcomes

Students will be expected to

- 2.1 use a range of strategies that contribute to effective informal communication*
- 2.2 evaluate the range of strategies that contribute to effective informal communication*
- 2.3 adjust language and delivery when responding personally and critically*
- 2.4 use a range of strategies associated with effective formal communication*
- 2.5 evaluate the strategies associated with effective formal communication*

Focus for Learning

Students must have an awareness of how they communicate. They should:

- avoid distracting mannerisms
- let their own personality show
- consider varying the speaking position
- use facial muscles, body language, intonation, projection, and voice, to express emotion
- make eye contact with the audience
- make gestures meaningful

Being prepared can alleviate some anxiety when speaking in formal situations. Teachers should guide students as they develop formal communication strategies. These may include:

- avoiding reading word for word (rehearsing)
- creating a list of points to use when speaking
- knowing the topic well, including additional information
- repeating the main idea
- speaking to the audience informally before the speech begins
- taking advantage of speaking opportunities to gain experience
- using appropriate body language, tone, volume, and pace
- using specific vocabulary
- using transitional terms

See Appendix A3 for suggestions for supporting students when speaking and listening.

As with informal communication strategies, students will evaluate whether their own and others' use of formal communication strategies are effective. Evaluating formal communication often entails not only judging the speaker's presentation style, but also the validity of the content presented. Students must realize that each person speaks from his/her own background, cultural and religious perspective, and personal experience.

Sample Performance Indicator

Work in a group to record a mock radio broadcast or entertainment program. Roles may include disc jockey (DJ), news reporter, meteorologist. The broadcast may also include interaction such as an interview or banter amongst the broadcasters.

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

Sample Teaching and Assessment Strategies

Consolidation

Teachers may

- Assign students to work in pairs, then groups of three, then four, etc. to help them gradually build confidence when speaking in larger groups. The focus may be any topic students are studying or a specific current event.

Students may

- Prepare notes on a book, song, or video game based on whether they agree or disagree with a rating or review. In small groups justify or refute the rating.
- Use inquiry to find and present information on a topic of interest (e.g., importance of recycling, ATV brand preference).
- Use survey generating software (e.g., surveymonkey.com™) to develop and carry out a survey. Share results.
- Choose a song. Play or read for the group and share: a summary, possible hidden meanings, mood, tone, and theme. See PL site for a video on critical reflection through speaking and listening.
- Watch a commercial and discuss element that make it effective or not effective in achieving its purpose. Create a commercial for a product or service using characteristics discussed. Use a checklist to self-reflect or peer edit. See PL site for a video on deconstructing media through drama.
- Participate in a Dragons Den™. Each group will create a product or service to introduce to the dragons (small group of students). The dragons will ask questions and accept or reject each business idea. Other students may have an opportunity to agree or disagree with the dragons.
- Create an audio Public Service Announcement (PSA) based on a current topic. Share with the class.

Extension

Students may

- Choose a previously completed presentation, modify, and share with a younger grade (e.g., a student may travel to a nearby school or to a younger class in the same school).

Resources and Notes

Authorized

Appendices

- Appendix A3 – Supporting Students when Speaking and Listening

PL Site: Teaching and Learning Strategies <https://www.k12pl.nl.ca/curr/10-12/ela/1202/strat.html>

- Video Clip – Critical Reflection through Speaking and Listening
- Video Clip – Deconstructing Media through Drama

Cultural Connections

Texts to practice speaking and listening include:

- *Regarding our Father – The Life and Times of Gerald S. Doyle* (provided 2014)
- *Songs of Ron Hynes – Vol.1* (provided 2014)
- *The Wonderful Dogfish Racket* by Tom Dawn (provided 2014)

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

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>3.1 explain how spoken language reveals ideas, values, and attitudes</p> <p>3.2 analyze how spoken language influences others</p> <p>3.3 analyze the positions of others</p> <p>3.4 use a variety of communication styles appropriately</p>	<p>Students are expected to interact with sensitivity and respect at all grade levels and in all courses. They continue to need a supportive environment where listening to others is expected and tolerance for other viewpoints is the norm. Students must also be aware of the importance of maintaining a comfortable physical space and the necessity of allowing others to speak without interruption.</p> <p>See appendix D for guidelines for collaborating.</p> <p>Students must learn to understand the power of language and interpret a speaker's ideas, values, and attitudes through their word choice, tone, and body language. They should also recognize that effective communication relies just as heavily upon respectful listening as it does upon careful speaking.</p> <p>They should recognize and be able to explain how spoken language reveals ideas, values, and attitudes. Viewing and listening to speeches can help students understand how spoken language reveals a person's character. Students should consider:</p> <ul style="list-style-type: none"> • body language • content • emotion • speaker experiences • voice • word choice <p>When analyzing how an audience has been influenced by a speaker, students can first identify connections between the speaker and the audience (e.g., testimonial, personal connection to a speaker, emotional connection to topic). They will then analyze or break down the reasons why that audience may be impacted.</p> <p>To help with this process, students may ask:</p> <ul style="list-style-type: none"> • Has interaction taken place between the speaker and audience? • Has the audience reacted emotionally or physically? Is there a personal connection? • Has the audience understood the speaker/message? • How has the form and delivery affected the audience?

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Discuss use/misuse and appropriateness of specific words.
- Share videos that demonstrate a variety of speaking situations (e.g., political debate, on location interview). Discuss examples of sensitivity and respect shown (or not shown).

Students may

- Brainstorm examples of situations where the level of respectful speaking and listening may vary (e.g., movie theatre vs. friend's house).
- Create a wall of words and phrases which indicate examples of both respectful and disrespectful language and behaviours. Discuss as a class.
- Practice speaking in pairs or small groups. Activities may include:
 - 'find someone who' activity
 - hot seat (one person sits while the group poses questions)
 - scavenger hunt (may use quick response [QR] codes)

Connection

Teachers may

- Discuss with students how to respect opposing viewpoints. See list of suggestions in Focus for Learning.
- Share a debate or panel discussion and highlight examples of respectful speaking and listening.

Students may

- Practice respectful listening and speaking in situations relevant to their own lives. Some of these settings may include:
 - answering the telephone
 - asking for directions
 - asking for help in a store
 - filing a telephone complaint
 - interviewing for a job
 - ordering food (or sending it back)
 - purchasing or returning an item
- Read a graphic novel in groups using Readers Theatre. Students choose who will read the narration, perform the sound effects, and participate as characters' voices (students will also decide how they will read – chorally, as a duet, etc.).

Resources and Notes

Authorized

Appendices

- Appendix D – Guidelines for Collaborating

English Connect (Nelson)

- Strategies to support GCO 3 are found in the Responding section on pages: 53, 105, 193, 239
- Selections related to GCO 3: 50, 103, 134, 190, 236

Homegrown 10 (Nelson)

- Strategies to support GCO 3 are found in the Responding section on pages: 5, 29, 39, 59, 65
- Selections related to GCO 3: 14, 15, 24, 57, 70

Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/1202/links/spl.html>

- Teaching Respect (activities)
- Radio Programs

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

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>3.1 <i>explain how spoken language reveals ideas, values, and attitudes</i></p> <p>3.2 <i>analyze how spoken language influences others</i></p> <p>3.3 <i>analyze the positions of others</i></p> <p>3.4 <i>use a variety of communication styles appropriately</i></p>	<p>Students must recognize and accept that their own ideas, values, and attitudes are not always the same as others. When there is a difference of opinion they should respectfully disagree. To do this students can:</p> <ul style="list-style-type: none"> • agree to disagree • ask for clarification • avoid making personal attacks (reject the idea, not the person) • avoid putting down the other person's ideas and beliefs • communicate how they feel by using 'I' rather than 'you' • focus on positive rather than negative aspects • listen to the points of view of others • remain calm and in control <p>It is important for students to be exposed to and practice a variety of communication styles. These may include non-verbal communication cues such as eye contact, facial expressions, gestures, posture, and silence.</p> <p>As well, these may include verbal communication styles focusing on skills such as:</p> <ul style="list-style-type: none"> • learning to listen • making concise statements • questioning when necessary • speaking with clarity • speaking with confidence • using a friendly and approachable tone • using appropriate diction <p>Sample Performance Indicator</p> <p>Present a multimedia presentation on two different radio, television, or online advertisements. Compare how sensitivity and respect are used, and whether the audience is influenced.</p>

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

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Teachers may

- Observe and record student speaking and listening skills during discussions (e.g., appropriate verbal and non-verbal communication).

Students may

- Reflect on and record their own listening skills during presentations and discussions. They may create and complete a checklist which includes criteria for respectful speaking and listening. See Focus for Learning for suggestions.
- In small groups, create a video which teaches others how to interact with sensitivity and respect in a specific situation.
- In small groups, role-play a situation where some participants show respect while others do not. To begin, students can list examples of common words and phrases which may be considered respectful to some audiences but disrespectful to others. Consider how they would speak to a family member vs a police officer, store clerk, or doctor. Next to each word or phrase, add a more appropriate word or phrase which could be used as a substitution when speaking to an unfamiliar audience.
- Present or provide an explanation for a specific scenario (e.g., late for work, incomplete classwork, not holding the door for the person behind you). Focus on respectful speaking.

Extension

Students may

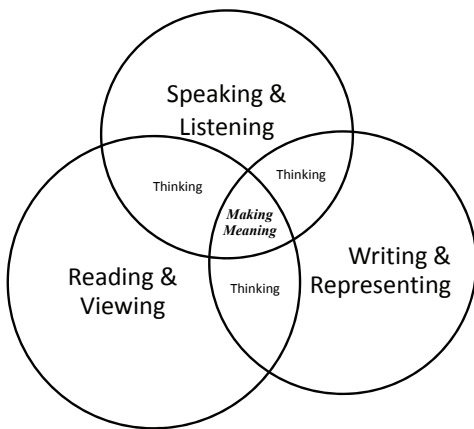
- Identify an issue of interest and create a monologue that shows sensitivity to an audience in a specific situation (e.g., bullying, aftermath of hurricane, body image).

Section Three: Specific Curriculum Outcomes

Reading and Viewing

Reading and Viewing

Focus



Reading and viewing provide students with opportunities to interact with a variety of diverse texts. Reading and viewing are complex cognitive processes that involve making meaning of digital and paper texts. Making meaning requires multiple, simultaneous processes, including but not limited to:

- activating and connecting to prior knowledge, ideas, and experiences
- navigating through texts
- using cueing systems (pragmatic, syntactic, graphophonic, and semantic) to comprehend content

In reading and viewing, students must decode, understand, evaluate, navigate, and reflect on all available forms of texts.

Outcomes Framework

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

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

- 4.1 identify and select texts that meet their needs and interests
- 4.2 analyze how text features are used to create meaning and achieve different purposes
- 4.3 use a variety of reading and viewing processes and strategies to construct meaning from texts
- 4.4 use specific strategies to clarify confusing parts of a text

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

- access, select and research, in systematic ways, specific information to meet personal and learning needs
 - use the electronic network and other sources of information in ways characterized by complexity of purpose, procedure, or subject matter
 - evaluate their research process

- 5.1 select relevant topics and questions for inquiry
- 5.2 analyze appropriate information from a variety of reliable sources
- 5.3 organize information from selected sources
- 5.4 integrate information to effectively meet the requirements of a learning task
- 5.5 share relevant information

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

- make informed personal responses to increasingly challenging print and media texts and reflect on their responses
- articulate and justify points of view about texts and text elements

- 6.1 justify a personal point of view about issues, messages, and situations within texts
- 6.2 analyze their personal points of view about issues, messages, and situations in texts
- 6.3 recognize more than one interpretation of a text

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

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

- 7.1 examine the different stylistic techniques of texts that contribute to meaning and effect
- 7.2 respond critically with support to content, form, and structure of texts
- 7.3 explain the impact of literary and media devices on the understanding of a text
- 7.4 explain how texts reveal ideologies and identities
- 7.5 evaluate the portrayal of cultural identities in texts

SCO Continuum

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

English Language Arts 9	English 1202	English 2202
4.1 identify and select texts that meet their needs and interests	4.1 identify and select texts that meet their needs and interests	13.0 read and view a variety of texts for different purposes
4.2 explain how authors use text features to create meaning and achieve different purposes	4.2 analyze how text features are used to create meaning and achieve different purposes	14.0 use specific strategies to enhance understanding of a text
4.3 use a variety of reading and viewing processes and strategies to construct meaning from texts	4.3 use a variety of reading and viewing processes and strategies to construct meaning from texts	15.0 summarize details of a variety of texts
4.4 assess personal processes and strategies for reading and viewing various texts	4.4 use specific strategies to clarify confusing parts of a text	16.0 analyze how text features are used to create meaning and achieve different purposes
		17.0 understand how texts can influence behaviours and opinions

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

English Language Arts 9	English 1202	English 2202
5.1 identify relevant or interesting topics and questions for further study	5.1 select relevant topics and questions for inquiry	18.0 investigate topics for inquiry
5.2 use a variety of reliable information from various sources	5.2 analyze appropriate information from a variety of reliable sources	19.0 select information from a variety of sources
5.3 compare information from a variety of sources	5.3 organize information from selected sources	20.0 analyze how information from a variety of sources relates to a topic
5.4 use effective inquiry approaches and strategies	5.4 integrate information to effectively meet the requirements of a learning task	21.0 integrate information to meet the requirements of a learning task
	5.5 share relevant information	

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

English Language Arts 9	English 1202	English 2202
6.1 use examples and supporting ideas to reflect on personal responses to texts	6.1 justify a personal point of view about issues, messages, and situations within texts	22.0 explain connections between their own experiences, emotions, and texts
6.2 examine their personal points of view about issues, themes, and situations in texts, citing appropriate evidence from the text(s)	6.2 analyze their personal points of view about issues, messages, and situations in texts	23.0 analyze more than one interpretation of a text
	6.3 recognize more than one interpretation of a text	24.0 justify their opinions about issues, messages and situations in texts

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

English Language Arts 9	English 1202	English 2202
7.1 recognize that texts can be biased	7.1 examine the different stylistic techniques of texts that contribute to meaning and effect	25.0 examine the effects of stylistic techniques used in various texts
7.2 evaluate a text's language, form, and genre	7.2 respond critically with support to content, form, and structure of texts	26.0 explain how different texts influence an audience
7.3 analyze the tools authors use to achieve different purposes	7.3 explain the impact of literary and media devices on the understanding of a text	27.0 interpret social issues and cultural perspectives in a variety of texts
7.4 evaluate how form, content, and structure can contribute to meaning	7.4 explain how texts reveal ideologies and identities	28.0 identify multiple viewpoints within a text
7.5 demonstrate an awareness that values and personal experiences influence understanding of and critical responses to texts	7.5 evaluate the portrayal of cultural identities in texts	29.0 justify their own critical responses of a range of texts
7.6 evaluate the portrayal of culture and reality in texts		

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

Outcomes

Students will be expected to

- 4.1 identify and select texts that meet their needs and interests
- 4.2 analyze how text features are used to create meaning and achieve different purposes
- 4.3 use a variety of reading and viewing processes and strategies to construct meaning from texts
- 4.4 use specific strategies to clarify confusing parts of a text

Focus for Learning

Students need support as they continue to develop their skills in selecting appropriate texts to meet their needs and interests. They should practice specific strategies to adjust their reading and viewing rate according to purpose (e.g., read a text slowly to determine a deeper meaning). Students may ask themselves: “Why do I need or want to choose this text?” See Appendix E1 for a list of literary genres and Appendix E2 for information on modelled, shared, and guided instruction.

Teachers should model text selection for different purposes, such as:

- checking accuracy of information already known
- choosing appropriate texts at their reading/viewing level
- choosing based on interests and readiness
- choosing texts because of an interest in the topic or creator
- comparing texts by the same creator
- gathering information based on inquiry

Teachers should offer multiple opportunities for students to choose texts. Book clubs and literature circles provide strategies and activities to help students choose and analyze texts. See Appendix E3 for information on book clubs and Appendix E4 for information on literature circles.

When analyzing how text features are used to create meaning and achieve different purposes, students will need to decide how illustration, words, and structure communicate meaning. They must also consider the strengths and needs of the class. Students may examine:

- author’s language, tone, and style
- author’s purpose
- how illustrations or images affect meaning
- how text features or form affect presentation and meaning
- plot and character development
- selected literary devices

Students will continue to identify and assess how different features create meaning. Text features may be categorized as:

Organization	Graphic	Print	Illustration
<ul style="list-style-type: none"> • Appendix • Glossary • Index • Key • Preface • Table of Contents 	<ul style="list-style-type: none"> • Comparison • Cross-section • Diagram/ Figure • Graph/Chart/ Table • Map • Timeline 	<ul style="list-style-type: none"> • Bold print • Colour print • Bullet • Caption/Label • Heading/sub- heading/title • Italics • Sidebar 	<ul style="list-style-type: none"> • Drawing • Photo • Sketch

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Model reading and viewing strategies to show how they work differently with different types of texts, including resources from English 1202 and other courses. These may include:
 - Before Reading – activating background knowledge, making a prediction
 - During Reading – skimming, scanning, identifying text features, close reading, rereading, cross checking
 - After Reading – reviewing information, summarizing, discussing, writing about what was read
- Model effective vocabulary building strategies. For example:
 - connect new vocabulary to prior knowledge
 - provide opportunities to use new words
 - repeat the word/concept
- Introduce expanded sight vocabularies for reading subject specific texts (e.g., science text books may be used for this with students choosing challenging vocabulary).
- Use a conference record to note student reading proficiency.
- Use an observational checklist to observe strategies and behaviours students use when reading and viewing a text. See Appendix E5 for a sample observational checklist.

Students may

- Begin a vocabulary journal or word wall to note new vocabulary.
- Complete a student self-interest survey for reading and viewing. See Appendix F for sample self-interest checklists. See PL site for a video promoting choice in text selection.
- Apply specific strategies tailored for different reading and viewing experiences (e.g., reading a science text more slowly than a short story in order to understand specific concepts).
- Describe features that attract them to a text (e.g., tone, topic, description, character, conflict, resolution, epiphany, image, emotional response).
- Locate specific features of a text as they are stated orally by a teacher or by a written prompt. Discuss the purpose of each.

Resources and Notes

Authorized

Appendices

- Appendix E1 – Literary Genres
- Appendix E2 – Modelled, Shared, and Guided Instruction
- Appendix E3 – Book Clubs
- Appendix E4 – Literature Circles
- Appendix E5 – Teacher Observational Checklist
- Appendix F – Self-Interest Checklists

English Connect (Nelson)

- Strategies to support GCO 4 are found in the Responding section on pages: 33, 45, 85, 111, 115, 141, 197, 217
- Selections related to GCO 4: 24, 44, 80, 108, 112, 138, 194, 214

Homegrown 10 (Nelson)

- Strategies to support GCO 4 are found in the Responding section on pages: 7, 13, 33, 48, 69, 81, 91
- Selections related to GCO 4: 4, 8, 31, 46, 69, 80, 83

PL Site: <https://www.k12pl.nl.ca/curr/10-12/ela/1202/strat.html>

- Video Clip – Promoting Choice in Text Selection
- Video Clip – Using E-Readers

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

Outcomes

Students will be expected to

- 4.1 *identify and select texts that meet their needs and interests*
- 4.2 *analyze how text features are used to create meaning and achieve different purposes*
- 4.3 *use a variety of reading and viewing processes and strategies to construct meaning from texts*
- 4.4 *use specific strategies to clarify confusing parts of a text*

Focus for Learning

In grade 9, students were expected to choose reading and viewing strategies that worked for them. They will continue to practice these in English 1202 as outlined in the table below.

Prior strategies used by students	Expectations for English 1202 students
<ul style="list-style-type: none"> close reading predicting sampling scanning skimming using cues (graphophonic, syntactic, phonological) using needs-specific software, dictionary, and/or vocabulary journal 	<ul style="list-style-type: none"> adjust reading rate annotate texts build vocabulary locate important ideas make personal and text connections monitor understanding and ask questions predict thoughts and events reread for understanding

See Appendix E6 for a more detailed list of reading strategies and Appendix E7 for information on cueing systems.

An effective reader/viewer will	
<ul style="list-style-type: none"> access prior knowledge ask questions consider relevance to broader issues determine literal and inferential meanings determine main ideas/details infer and make predictions make connections before, during, and after 	<ul style="list-style-type: none"> organize information paraphrase and/or summarize recognize when text is not making sense respond personally self-evaluate and set goals synthesize and extend meaning use self-monitoring strategies use problem solving strategies

See Appendix B2 for prompts to scaffold learning when reading and viewing. See Appendix E8 for more information on assessing reading and viewing.

Sample Performance Indicator

Create an infographic or poster to share some strategies you have used for reading and viewing. Some examples may include:

- checklists and double-journal entries
- dictionaries and software
- graphic organizers and visuals
- highlighted vocabulary and annotations

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

Sample Teaching and Assessment Strategies

Connection

Teachers may

- Demonstrate strategies on how to clarify confusing parts of a text (e.g., rereading/reviewing the text, consulting another source, asking for help, adjusting reading and viewing rate). See Appendix A4 for information on supporting students.

Students may

- Identify confusing parts of a text and use strategies that may assist in constructing meaning.
- Choose or create a visual that makes a connection to the text. Explain the connection.
- Create a tableau to represent a text.
- Use a reading bookmark App (to mark selections to read later) as they are browsing the Internet. Share interesting selections found.
- Use a graphic organizer to respond to a text (e.g., determine purpose of text features, tone, language, literary devices, character development, important details).
- Provide specific examples from a text and show how they relate to their own experiences (e.g., create a paragraph, list, journal entry, visual).

Consolidation

Students may

- Create a text that includes specific features (e.g., diagram) explaining how to complete a task (e.g., skateboard trick, baking cupcakes, small engine repair, changing a flat tire).
- Identify and discuss text features that clarify content (e.g., table, graph, caption). Students may list or discuss in small groups.
- Determine how a song, video, or visual connects to a print text and present observations to a partner or small group.
- Create a how-to video as an extension on a writing or viewing assignment (e.g., how to read a newspaper, view a comic strip, or navigate a graphic novel).

Extension

Students may

- Compare a written text to another text form. Both texts will be related to a specific topic or idea (e.g., compare the characters in a novel to those in a movie based on the novel or compare the purpose and intended audience of a news article to a blog post on the same topic).

Resources and Notes

Authorized

Appendices

- Appendix A4 – Supporting Students when Reading and Viewing
- Appendix B2 – Prompts to Scaffold Student Learning (R/V)
- Appendix E6 – Reading Strategies
- Appendix E7 – Cueing Systems
- Appendix E8 – Assessing Reading and Viewing

Supplementary

Texts for Independent Reading – Senior High School Annotated Bibliography (2015) can be found at http://www.ed.gov.nl.ca/edu/k12/curriculum/documents/english/July_2015_Annotated%20Bib.pdf

Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/1202/links/rv.html>

- Deciding What to Read
- Encouraging Independent Reading
- Movie and Music Reviews
- Newfoundland and Labrador Museums
- News Sites

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

Outcomes

Students will be expected to

- 5.1 select relevant topics and questions for inquiry
- 5.2 analyze appropriate information from a variety of reliable sources
- 5.3 organize information from selected sources
- 5.4 integrate information to effectively meet the requirements of a learning task
- 5.5 share relevant information

Focus for Learning

In English 1202 inquiry involves many different skills and strategies that are grouped within stages. This should be ongoing throughout the year and will be integrated into many activities. Whether inquiry is informal or formal, students may use the same stages. As a result of students' discovery of new information or as new questions arise, these stages are often revisited. They include:

1. Planning
2. Gathering information
3. Interacting with information
4. Synthesizing information
5. Sharing information
6. Assessing and evaluating

See Appendix G for information on stages of inquiry.

Inquiry focuses on student questions within meaningful contexts to choose topics, develop solutions to problems, and investigate information and issues on a continuous basis. Research and inquiry may include a variety of forms such as verbal sharing of information, bulleted list, quotation, dance, etc.

The process of moving from general to specific questions for inquiry often starts with an essential question. Essential questions are open-ended inquiries that do not have obvious or specific answers. They encourage students to rely on personal experiences, prior learning, and information gathering as a means to connect with the topic or issue.

Some examples of essential questions include:

- How do advertising gimmicks influence spending?
- How will decisions I make now affect my future?
- What kinds of harm can be done because of fame and fortune?
- What are the traits of a good team leader?
- What makes a fair punishment?
- How would our culture be different without technology?

During the inquiry process teachers must:

- encourage and enable students to take increasing responsibility
- guide students to make connections between the information in the text and how they relate to it or feel about it
- help students decide the type of information they need to gather
- make student assessment an ongoing part of the learning process
- plan ways each learner can be actively engaged

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Ask students to think about how they learn new things. Ask
 1. What is the main source of your information?
 2. Why is one source more appropriate than another when searching for information?
 3. Is a single source of information sufficient?
- Review criteria to assess reliability of information.
- Generate and discuss with students, a list of essential questions based on student interest.

Students may

- Brainstorm (individually, in small groups, or as a class) topics of interest. Categorize topics into groups based on most current, most engaging, most available information, etc.
- Use approved social media and online news sites to read current and breaking news stories. Discuss relevance to their lives.
- Self-select meaningful topics of interest. Record for future use.

Connection

Teachers may

- Model an inquiry process (provide ads, interviews with mechanics, video reviews, consumer reports) to demonstrate informed decision making regarding a purchase, such as a car.
- Provide students with a scrambled text (one or two sentences per piece of paper). Students will organize information into a logical order. Texts may include a newspaper article, children's book, recipe, instructional manual, etc.

Students may

- Choose one product or service they are interested in buying or using (e.g., skateboard, phone, hotel). Investigate the benefits of one brand compared to another.
- Use a graphic organizer to compare characteristics of two genres of music, sports teams, or technological devices.
- Discuss the validity of a specific website or other type of text. For a website, students may look to see if it is professional (e.g., .edu, .gov, .org, .mil, .museum, etc.), has an author, is copyrighted, is current, has references, includes unbiased information, offers links, etc. Provide reasons for their choices.

Resources and Notes

Authorized

Appendices

- Appendix G – Stages of Inquiry

English Connect (Nelson)

- Strategies to support GCO 5 are found in the Responding section on pages: 53, 77, 79, 87, 95, 211, 223, 233, 263
- Selections related to GCO 5: 50, 74, 78, 86, 92, 210, 220, 231, 258

Homegrown 10 (Nelson)

- Strategies to support GCO 5 are found in the Responding section on pages: 13, 20, 37, 45, 48, 55, 82
- Selections related to GCO 5: 8, 16, 34, 42, 46, 54, 82

Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/1202/links/rv.html>

- Introduction to Research and Citing Sources
- Research Ideas

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

Outcomes

Students will be expected to

- 5.1 *select relevant topics and questions for inquiry*
- 5.2 *analyze appropriate information from a variety of reliable sources*
- 5.3 *organize information from selected sources*
- 5.4 *integrate information to effectively meet the requirements of a learning task*
- 5.5 *share relevant information*

Focus for Learning

Students should be able to analyze the degree of reliability and bias within a source and select important concepts they will integrate into their text. In grade 9, students used criteria to evaluate sources and used reliable information based on known criteria (see Appendix H for more information on determining bias). When researching a topic, students should ask:

- What is the source of this information? Is it current?
- Can I trust this information? How do I know?
- How does it compare with information from other sources?

For Internet related inquiry students can also:

- use URLs and extensions in a web address to determine validity
- check the source
- determine the origin of material (e.g., country codes)
- check webpages for age appropriateness, organized links, and important and accessible information

Students must develop strategies for collecting, organizing, and processing information. They may:

- assign a number or letter to show order of relevance
- keep track of citations while organizing and writing
- organize materials they have read
- paraphrase and summarize
- place research into sub-topics
- use graphic organizers, graphs, pictures, etc.
- use notes to generate questions and ideas
- write jot notes or highlight information as they read

The type of information that is gathered and how it is integrated depends on the essential question and the text form used to present the information. Teachers must guide students through the process of compiling information to be used in the final product. To feel comfortable editing and revising products before sharing, students must receive regular feedback from both peers and teachers.

Sharing of information may take various forms (e.g., small group, whole class, or student-teacher). Not all inquiry and research completed by students is expected to be shared with an audience. For example, depending on the task and their readiness, students may or may not share information or they may provide one point they have learned about a topic.

Sample Performance Indicator

Compile information on a product or service. Create an advertisement (e.g., radio, television, Internet, infomercial) that highlights the best features of the product or service, such as price, dependability, ease of use, accessibility of product, warranty, or storage.

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

Sample Teaching and Assessment Strategies

Consolidation

Students may

- Choose a song. Create a multimedia presentation (e.g., Youtube™ video, Prezi™ or a PowerPoint™) to identify the following:
 - artist's background (birthday, experiences, influences, etc.)
 - poetic devices
 - their personal connection
- Research a product or service. Write a product review or add to online discussion about a product.
- Plan an event in which they would like to participate (e.g., outdoor sports event, variety show, BBQ with friends). Use inquiry to find information that will help organize the event.
- Create a timeline to show important dates and activities that have led to a specific event.
- Plan a trip to a destination they have read about. Include cost, accommodations, points of interest, activities, etc. Students may also create a poster, brochure, or mind map.
- Choose two news articles on the same issue (e.g., one online and one print). Compare reliability and bias found in each. Students may use graphic organizers, lists, paragraph, etc.

Extension

Students may

- Choose a topic relevant to their own lives (e.g., driving age, ATV safety rules). Research rules in their own province and country as well as in other countries. Present in a form of their choice.

Resources and Notes

Authorized

Appendices

- Appendix H – Bias

Cultural Connections

Texts based on research include:

- *The Tenth Frontier* – NL Culture and History (provided in 2012)
- *The Newfie Bullet* (provided in 2013)
- *Historic Bell Island: Dawn of First Light* (provided in 2014)

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

Outcomes

Students will be expected to

- 6.1 justify a personal point of view about issues, messages, and situations within texts
- 6.2 analyze their personal points of view about issues, messages, and situations in texts
- 6.3 recognize more than one interpretation of a text

Focus for Learning

Personal response can often be an area of strength for students and therefore may provide great opportunity to advance their learning.

Students have experience in reflecting on how their own ideas are impacted by what they read and view (e.g., their ideas on texting while driving may change as a result of reading an article on its effects).

In grade 9, student responses were expected to go beyond simply stating their opinion. They made connections to themselves, to the world, and to other texts. Students may need more practice with making these connections. They should also use supporting detail when expressing a personal point of view about the issues, situations, and messages within a text. This can be done by:

- conducting demonstrations
- listing effects on themselves, a text, or the world in general
- making comparisons
- providing evidence from the text
- providing examples
- providing statistics
- sharing reflections

Students will learn to analyze their personal points of view by continuing to gain an increased understanding of their own thinking (metacognition). As they delve further into their interaction with and responses to a text they should be encouraged to ask themselves questions related to the following connections:

Personal connections to a text

- Can I make an emotional connection between an element in the text and someone or something in my life? How does that make me feel?
- Do I like the author's style (e.g., word use, text features, specific literary devices, descriptive language)? Why do I like or dislike certain elements?

Connections to other texts

- Why does it remind me of another text?
- What text features does it have in common with other text(s)?
- Did I experience a similar or different emotion when reading or viewing a similar text? Why?

Connections to the world

- Does it remind me of any past or current world issues?
- Does it remind me of any ongoing events or issues in my community, province, or country?

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Provide texts on current/controversial topics. Ask students to provide their personal opinions using supporting evidence.
- Provide a visual for class response. Discuss differences in responses and reasons for their choice.
- Provide a partial visual with one section cropped. Discuss student responses related to message, mood, and setting. Share the entire visual and ask students to discuss/revise their responses, justifying reasons for any changes.

Students may

- Reflect upon their personal beliefs and attitudes towards issues and topics in society by answering questions such as:
 - Are manners important?
 - What is important about family?
 - What behaviours do you value (e.g., teamwork, honesty)?
 - What are your goals?
 - What makes you angry? Proud? Motivated?
 - How important are material things?

Connection

Teachers may

- Model reasons for their own interests (e.g., someone enjoys hockey because of a positive experience).
- Expose students to multiple text perspectives by setting up blogs (or using other forms of social media to respond).
- Model a think-aloud by providing a personal response (to a text) that can have multiple interpretations.

Students may

- Choose a famous person they view as a positive role model. List reasons why they feel this way.
- Use a graphic organizer to list their opinions on messages and situations within a text.
- Share, in a small group, their interests in movies, songs, or sports teams. Discuss whether they would be willing to expand or change their interests to include a different genre.
- Relate an experience where they changed their mind (e.g., food, type of music, favourite team).
- Create a sculpture or painting to share their interpretation of a setting or a mood in a novel or selection.
- Justify why a specific athlete, actor, comedian is the best in their field.

Resources and Notes

Authorized

English Connect (Nelson)

- Strategies to support GCO 6 are found in the Responding section on pages: 16, 35, 98, 153, 159, 213, 249, 263
- Selections related to GCO 6: 18, 34, 96, 150, 156, 212, 248, 258

Homegrown 10 (Nelson)

- Strategies to support GCO 6 are found in the Responding section on pages: 23, 39, 51, 61, 65, 93
- Selections related to GCO 6: 21, 38, 50, 60, 64, 92

Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/1202/links/rv.html>

- Personal Response Prompts
- Opportunities for Students to Respond Personally

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

Outcomes

Students will be expected to

- 6.1 justify a personal point of view about issues, messages, and situations within texts*
- 6.2 analyze their personal points of view about issues, messages, and situations in texts*
- 6.3 recognize more than one interpretation of a text*

Focus for Learning

In previous grades, students have been encouraged to examine different interpretations of a text. In English 1202 they will also reflect on and discuss how understanding is formed. Interpretation is what a reader does in response to the reading, viewing, or listening of any type of text. It is important to note that text interpretation is often based on personal and cultural experiences.

Students can recognize more than one interpretation of a text by:

- asking for clarification of ideas
- considering others' comments on a text
- focusing on interpretations during class discussions
- making a note of first impressions
- revisiting earlier interpretations of a text

Sample Performance Indicator

Participate in a Reflective Viewer activity. Follow a text (that has new information added at least once a week) over several weeks or months. Create a log (or blog) to personally respond each week as the information unfolds. Provide updates to the class on a weekly or bi-weekly basis.

Some examples include

- an issue that is ongoing in your own community or province (e.g., problems with water supply)
- a sitcom or reality show that airs each week
- news reporting on an ongoing topic (e.g., politics; a trial)
- ongoing life events of an entertainer or other well known figure
- weather patterns

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

Sample Teaching and Assessment Strategies

Consolidation

Students may

- Write a paragraph (or essay) to explain why a chosen character would or would not make a good friend.
- Write a review based on a recently viewed movie (sample reviews are available online). Each review may include:
 - background information (director, cast, dates, genre, etc.)
 - discussion on two of the following: acting ability, setting, set, lighting, costumes
 - overall rating with justification
 - short summary
- Choose a selection from an unfamiliar genre or artist and highlight their reactions to that text. Answer questions such as:
 - What is the text about?
 - What does the information mean to me?
 - What does the author want to say?
 - Does the author do a good job of conveying the meaning of the text?
 - Why is this genre or artist unfamiliar to me?

Extension

Students may

- Write a rant in response to a topic of interest. Consider recording and sharing.

Resources and Notes

Cultural Connections

Texts students may use to respond personally include:

- *The Queen of Paradise's Garden* (provided 2013)
- *Giant's dream: A Healing Journey through Nitassinan* (provided 2012)
- *Almost Home, The Sinking of the S.S. Caribou* (provided 2014)

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

Outcomes

Students will be expected to

- 7.1 examine the different stylistic techniques of texts that contribute to meaning and effect
- 7.2 respond critically with support to content, form, and structure of texts
- 7.3 explain the impact of literary and media devices on the understanding of a text
- 7.4 explain how texts reveal ideologies and identities
- 7.5 evaluate the portrayal of cultural identities in texts

Focus for Learning

Students should offer a response to a text based on their interaction with the ideas presented. This may be a response to ideas, organization, figurative language, or other ways in which a text makes meaning. In English 1202, students will use critical thinking skills to examine different stylistic techniques such as:

- conciseness of the writing
- literary and media devices
- transitional phrases
- use of dialogue
- varied sentence structure

The depth of treatment expected at this level will vary according to the text presented and student readiness.

In grade 9, students focused on critical response that required analysis, evaluation, and synthesis of content, text form, and message in texts they read and viewed. English 1202 students will continue to develop these skills as they respond to the texts they encounter both inside and outside of the classroom. For one student, critical response may include providing a summary and determining that a poster may be an appropriate response to help summarize a text. For another student, critical response may take the form of an essay which analyzes various devices used. Expectations for responses will be individual to each student.

Students will benefit greatly from teacher modelling of skills required to respond to a particular text. A range of responses are appropriate and dependent on student ability and pace of skill development. To model text response, teachers may consider how:

- an author's style contributes to meaning and purpose
- an author chooses to organize and present a text to an audience
- an author reveals his or her distinct personality
- literary devices and media techniques impact a student's understanding of a text
- a text impacts the audience
- and why an author chooses to create texts using a specific form

Identifying and using literary and media devices are important steps in being able to explain their impact on the understanding of a text. Students have experience from previous grades with many literary devices and their impact on a wide variety of texts (e.g., foreshadowing in a text to develop suspense, colour in a visual to enhance effect, music in a movie to evoke mood). Based on their readiness, they will continue to develop an understanding of more prominent media devices (e.g., advertisement, logo, medium, message) and their impact on various texts. See Appendix I1 for sample literary devices and Appendix I2 for sample visual and media devices.

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Review and discuss stylistic techniques to gauge student readiness (use mini-lessons, games, etc.).
- Present published texts and ask students to respond to questions related to content, form, and structure.

Students may

- Complete a graphic organizer to compare a modern text to a traditional text on the same topic (e.g., traditional and modern versions of fairy tales, older and newer versions of comic books and characters, catalogues, magazines, food packaging, etc.).
- Brainstorm the purpose for the creation of various texts (both their own and others).
- Condense an excerpt from a text to create a more concise version (focus on conciseness of writing, transitions, and varied sentence structure).
- Rewrite a text using a different dialect or cultural context (focus on the use of dialogue). Participate in rewriting a short text as a class activity first. Then use inquiry to determine a dialect or cultural context (with examples), before beginning individual or small group tasks.

Connection

Teachers may

- Discuss what is revealed about society in a particular text (book, video, song, poem, movie, etc.).
- Challenge preconceptions about children's texts by asking questions related to their ideas and beliefs about the content, message, characters, etc.

Students may

- Choose an engaging visual and answer the following questions:
 - What am I looking at? What does this image mean to me?
 - What is the relationship between the image and the accompanying written text? How is the message effective?
 - How can I visually depict this message?
- Compare literary devices that exist between two similar texts of different genres (movie-novel, song-story, etc.).
- Choose a film from a particular genre (e.g., comedy, horror, drama) and explain how specific devices (music, use of colour, camera angles, lighting, framing, etc.) contribute to the development of the genre.
- Compare an aspect of a music video to the song's lyrics (e.g., implied vs intended message).

Resources and Notes

Authorized

Appendices

- Appendix I1 – Literary Devices
- Appendix I2 – Visual and Media Devices

English Connect (Nelson)

- Strategies to support GCO 7 are found in the Responding section on pages: 13, 45, 59, 123, 165, 173, 241, 247
- Selections related to GCO 7: 6, 44, 56, 120, 164, 172, 240, 249

Homegrown 10 (Nelson)

- Strategies to support GCO 7 are found in the Responding section on pages: 7, 20, 23, 33, 37, 53, 67
- Selections related to GCO 7: 4, 16, 21, 31, 34, 52, 66

Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/1202/links/rv.html>

- Videos for Analysis
- Fascinating Advertisements
- Animations
- Documentary Sources
- Media Sites for Teachers and Students

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

Outcomes

Students will be expected to

- 7.1 *examine the different stylistic techniques of texts that contribute to meaning and effect*
- 7.2 *respond critically with support to content, form, and structure of texts*
- 7.3 *explain the impact of literary and media devices on the understanding of a text*
- 7.4 *explain how texts reveal ideologies and identities*
- 7.5 *evaluate the portrayal of cultural identities in texts*

Focus for Learning

Students should be aware that texts can reveal personal and cultural identities of their creators, including their own beliefs, positions, and biases. Some level of bias may be present in many of the texts they read and view. The following questions may help students respond critically and understand how ideologies and identities are revealed and portrayed:

- Does the setting or time of day have any impact on how readers feel after reading this text? What details make the setting interesting?
- Do you agree or disagree with how the characters handle the conflict?
- How does the author portray ethical and legal issues? Belief systems? Multiculturalism? Violence? Aboriginal issues? Gender? LGBTQ? Individuals with special needs? Political issues?
- How would changing the point of view make the story different?
- Is there only one perspective presented?
- What can we learn from the text about how we live our own lives?
- What does the author think about the world? Is the author's thinking accurate? Justified?
- What traits of the main character would you change? Why?

See Appendix J for characteristics and elements of common text forms.

Understanding culture is critical. Students need to be challenged to understand how particular texts may or may not accurately and appropriately portray various cultural identities. Teachers need to support students as they learn to not make assumptions about others based on a single cultural indicator or one specific tradition. To evaluate the portrayal of cultural identities in texts, students could consider:

- age, gender, and family roles
- appropriateness of physical contact
- attitudes towards time
- dress and food
- education and language

Sample Performance Indicator

Choose two texts studied. Compare the characters, theme, conflict, or setting, etc., in a form of your choice (e.g., paragraph, essay, T-chart, graphic organizer, graphic).

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

Sample Teaching and Assessment Strategies

Consolidation

Teachers may

- Choose a children's text that includes elements aimed at a more mature audience (e.g., Disney movies, Muppet Show). Model how to determine the parts of the text that are aimed at adults. This may include: word choice, visuals, song lyrics, parodies, analogies, etc.

Students may

- Work in groups to analyze a character. Sketch an outline of the character and use materials to represent as well as annotations to write notes on aspects of that character (see video on PL site).
- Choose a social issue and compare how it is portrayed in different texts (print, media, visual).
- Represent a print text in another genre using specific characteristics (e.g., represent a story as a poster using visuals, headings, colour).
- Compare comedic styles of past and current comedians (e.g., content, form, language, use of literary devices).
- Choose a text (e.g., song, video, magazine, fairy tale), and identify bias and cultural stereotypes present. Share results with the class.
- Use an online forum (e.g., Edmodo™, blog, Collaborative™) to respond to and discuss a text.
- Read or view a text that focuses on a cultural issue. Consider the perspective of an individual in the text who is facing this issue, and write a series of journal entries from that person's point of view.

Extension

Students may

- Rewrite a song using a different genre (e.g., country song as a rap).

Resources and Notes

Authorized

Appendices

- Appendix J – Characteristics and Elements of Common Text Forms

PL Site: Teaching and Learning Strategies <https://www.k12pl.nl.ca/curr/10-12/ela/1202/strat.html>

- Video Clip – Character Analysis

Cultural Connections

Texts for responding critically:

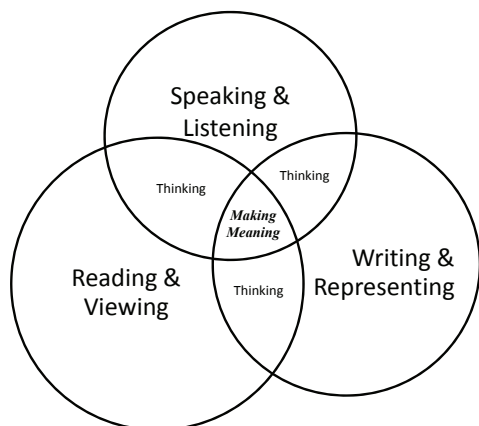
- *Toll* – A Collection of Artworks (provided in 2013)
- *Lion Hunter* (provided in 2014)
- *How Newfoundlanders Got the Baby Bonus* (provided in 2014)

Section Three: Specific Curriculum Outcomes

Writing and Representing

Writing and Representing

Focus



Writing and representing allow students to express themselves and communicate ideas by creating a variety of media and diverse texts. Representing language graphically to communicate a message is a complex cognitive process. It involves multiple, simultaneous processes, including but not limited to:

- activating and connecting to prior knowledge, ideas, and experiences
- generating and composing imagined ideas
- recreating and consolidating information from a variety of sources

In writing and representing, students must decode, understand, evaluate, and create a variety of forms and reflect on the creation process.

Outcomes Framework

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

- use writing and other ways of representing to extend, explore, and reflect on
 - their experiences with and insights into challenging texts and issues
 - the processes and strategies they used
 - their achievements as language users and learners
 - the basis for their feelings, values and attitudes
- use note-making to reconstruct increasingly complex knowledge
- make effective choices of language and techniques to enhance the impact of imaginative writing and other ways of representing

- 8.1 apply a variety of strategies when writing and representing
- 8.2 identify how values and attitudes are revealed in the texts they create
- 8.3 use language which creates interesting and imaginative effects
- 8.4 reflect on their own learning processes and strategies

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

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

- 9.1 create a range of texts both independently and collaboratively
- 9.2 use the appropriate form, style, and content for specific audiences and purposes
- 9.3 use a range of strategies to engage the audience
- 9.4 incorporate feedback when creating or revising texts

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

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

- 10.1 develop their ability to effectively communicate meaning
- 10.2 use the conventions of written language
- 10.3 use information from a variety of sources to construct and communicate meaning
- 10.4 evaluate the quality of the texts they create

SCO Continuum

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

English Language Arts 9	English 1202	English 2202
8.1 experiment with a variety of strategies as language learners	8.1 apply a variety of strategies when writing and representing	30.0 apply a variety of strategies when writing and representing
8.2 use writing and representing to extend, explore, and reflect on ideas, values, and attitudes	8.2 identify how values and attitudes are revealed in the texts they create	31.0 create a variety of texts using a range of stylistic techniques
8.3 assess strategies that help them learn and describe their personal growth as language learners	8.3 use language which creates interesting and imaginative effects	32.0 analyze the perspectives and biases present in texts they create
8.4 integrate stylistic effects in writing and representing to achieve a specific purpose(s)	8.4 reflect on their own learning processes and strategies	33.0 assess their own writing and representing strategies and processes

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

English Language Arts 9	English 1202	English 2202
9.1 create a range of texts	9.1 create a range of texts both independently and collaboratively	34.0 create a range of texts both independently and collaboratively
9.2 evaluate the use of a variety of writing and representing forms and styles to suit purpose(s) and audience(s)	9.2 use the appropriate form, style, and content for specific audiences and purposes	35.0 use appropriate form, style, and content for specific audiences and purposes
9.3 assess feedback to inform future work	9.3 use a range of strategies to engage the audience	36.0 analyze how text construction can influence audience response
	9.4 incorporate feedback when creating or revising texts	37.0 assess feedback of others when creating or revising texts

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

English Language Arts 9	English 1202	English 2202
10.1 evaluate strategies that most effectively help create a variety of texts	10.1 develop their ability to effectively communicate meaning	38.0 use the conventions of written language
10.2 use the conventions of written language	10.2 use the conventions of written language	39.0 create a range of texts that are clear and precise
10.3 use various technologies in communicating for a range of purposes with a variety of audiences	10.3 use information from a variety of sources to construct and communicate meaning	40.0 evaluate the effectiveness of texts they create
10.4 demonstrate a commitment to the processes involved in creating texts	10.4 evaluate the quality of the texts they create	41.0 refine their use of strategies to engage the audience and communicate meaning

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

Outcomes

Students will be expected to

- 8.1 apply a variety of strategies when writing and representing
- 8.2 identify how values and attitudes are revealed in the texts they create
- 8.3 use language which creates interesting and imaginative effects
- 8.4 reflect on their own learning processes and strategies

Focus for Learning

English 1202 students are a very diverse group with varying strengths and needs. They will continue to develop confidence in writing and representing by engaging in a variety of activities that are personal and creative.

When students have many opportunities to write and represent for both personal and creative reasons, they learn to develop and apply a variety of helpful strategies. The use of these strategies will evolve from those used in grade 9 and will become more automatic as the year continues. Some of these include:

- being organized (e.g., using webs, graphic organizers, charts, jot notes)
- recognizing a form and style appropriate for audience and purpose
- using an editing checklist (e.g., check conventions, include topic sentence, stay on topic, include supporting details)
- understanding how they will be assessed before they begin a learning activity (e.g., rubric)
- using alternate forms (e.g., diorama, Prezi™, drawing, diagram, collage, photograph)

Students should be able to identify values and attitudes present in the texts they create. When writing and representing they should:

- capture thoughts, feelings, reactions, and responses
- explore beliefs, values, and biases

It is often difficult for students to determine how values and attitudes are revealed within their own writing and representing. Teachers may provide the following prompts:

1. What values/attitudes are evident?
2. How do I know? What evidence is presented?
3. Is the text form the best choice to represent these values/attitudes?

Some forms of writing and representing may include		
blog	letter	sculpture
comic	multimedia	skit
dance	opinion piece	speech
email	painting	ten word story
interview	rebuttal	tweet

See Appendix K1 for more sample writing and representing forms.

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Share selections of public writing such as journals, blogs, Twitter™ entries, monologues, poetry, and song lyrics. Ask students why they like or dislike specific aspects.
- Share and discuss student exemplars based on modes of writing. See Appendix K2 for modes of writing.
- Introduce guidelines for student portfolios at the beginning of the school year.

Students may

- Use graphic organizers to determine areas of interest for creating texts.
- Share ideas of interest in groups (through a graffiti wall, list, sketch, etc.).
- View and discuss advertisements of current or controversial topics. Share and discuss examples of other ads which stand out in a specific way.

Connection

Teachers may

- Read aloud from a news source and ask students for personal opinions on the topic and content.
- Work with students to create their own selected response and constructed response questions.

Students may

- Respond to a message found in a fortune cookie (e.g., write a rant or personal connection to the prompt).
- Write a response to the following prompt: What makes you mad?
- Create a character map (using chart paper or a computer program) to show the connections between characters in a play.
- Use a graphic organizer to demonstrate an understanding of a specific aspect of a text (e.g., setting, character, message).
- Participate in a rapid writing or free writing activity. Write ideas quickly on a specific topic without editing. Forms may vary (e.g., list, paragraph, web).
- Practice organizational skills by arranging the same type of information using different patterns (e.g., make a grocery list and organize by order of importance, by spatial order in the store, and by classification into food groups).

Resources and Notes

Authorized

Appendices

- Appendix K1 – Sample Writing and Representing Forms.
- Appendix K2 – Modes of Writing

English Connect (Nelson)

- Strategies to support GCO 8 are found in the Responding section on pages: 15, 16, 43, 149, 161, 185, 209, 255
- Selections related to GCO 8: 14, 18, 36, 148, 160, 176, 204, 250

Homegrown 10 (Nelson)

- Strategies to support GCO 8 are found in the Responding section on pages: 16, 23, 39, 61, 72, 83, 100
- Selections related to GCO 8: 15, 21, 38, 60, 71, 83, 100

Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/1202/links/wrp.html>

- Writing and Representing Prompts
- Author Websites
- Writing and Representing Strategies
- Reference for Writing

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

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>8.1 <i>apply a variety of strategies when writing and representing</i></p> <p>8.2 <i>identify how values and attitudes are revealed in the texts they create</i></p> <p>8.3 <i>use language which creates interesting and imaginative effects</i></p> <p>8.4 <i>reflect on their own learning processes and strategies</i></p>	<p>To create interesting and imaginative texts, it is important for students to experiment with writing and language (dialogue, literary devices, descriptive details, etc.). Teachers can guide creative writing and representing by encouraging students to:</p> <ul style="list-style-type: none"> • access topics through a variety of sources (e.g., newspapers, online news, social media) • choose topics that are of personal interest • take a few days to think about a topic • use a broader vocabulary, varied writing forms, and strategies for writing and representing • work in a different setting (e.g., outside to write a descriptive paragraph) • work with a partner or in a group • write (or represent) on unconventional topics <p>See Appendix A5 for suggestions for supporting students when writing and representing. See Appendix K3 for information on writing and representing using the workshop approach.</p> <p>Students must learn to reflect on the learning processes (form, word choice, voice, conventions, etc.) and strategies (brainstorming, journaling, mapping, etc.) they use to write and represent. When students reflect, they may:</p> <ul style="list-style-type: none"> • ask questions (teacher, peer, and self) • consider the process, not the product • discuss (peer, teacher, group, or class) • explain and extend personal responses • reflect on initial responses and attitudes to texts and issues • review their portfolio • use checklists <p>Sample Performance Indicator</p> <p>Choose a character from a play or novel. During reading, write a series of journal entries to represent the opinions and feelings of that character. Create a cover for the journal or a collage to represent the content of the entries.</p>

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

Sample Teaching and Assessment Strategies

Consolidation

Students may

- Write a letter to the editor in response to a local current event.
- Showcase some aspect of their own lives or interests (e.g., a comic strip to show a funny thing that happened to them or a collage to highlight an important event). Choose a text form that they feel best fits their topic.
- Choose a topic of interest (e.g., reading, racing). Find a visual to symbolize the topic as well as a quotation which relates. In a brief paragraph, connect the topic to both the visual and the quotation (i.e., Why did you choose these?).
- Use rubrics and checklists to reflect on and edit their work.
- Create a travel brochure for a setting in a novel.
- Create a visual presentation of a poem or short story.
- Create a CD cover for a novel and list ten song titles which represent one or more elements (e.g., message, characters, setting).
- Create a series of graphic panels to represent select scenes from a text.
- Select previously completed texts from their portfolio to revise and resubmit for evaluation.

Extension

Students may

- Choose a previously written paragraph and extend on the ideas by completing a photo essay on the same topic.

Resources and Notes

Authorized

Appendices

- Appendix A5 – Supporting Students when Writing and Representing
- Appendix K3 – Workshop Approach for Writing and Representing

Cultural Connections

Mentor Texts to use when writing and representing:

- *Fish for Dinner: Tales of Newfoundland and Labrador* (provided in 2012)
- *Memories of a Former Era* (provided in 2012)
- *Uncommon Clay: The Labrador Mural* (provided in 2012)
- *Next Stop: St. John's* (provided in 2014)
- *The Breakwater Book of Contemporary Poetry* (provided in 2014)
- *A Poem in My Soup* (provided in 2014)

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

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>9.1 create a range of texts both independently and collaboratively</p> <p>9.2 use the appropriate form, style, and content for specific audiences and purposes</p> <p>9.3 use a range of strategies to engage the audience</p> <p>9.4 incorporate feedback when creating or revising texts</p>	<p>In grade 9, students were provided with opportunities to talk and share ideas as a means to create a text. This skill development should continue in English 1202 as students create a variety of products both independently and collaboratively. It will be useful for teachers to review appropriate behaviours and expectations when working in a group setting (e.g., time management, respect for opinions, meaningful contribution).</p> <p>Student readiness will determine the range of texts they are able to complete independently. Emphasis should be placed on including content that is focused, detailed, and relevant as students develop their writing and representing skills. See Appendix K5 for information on the processes of writing.</p> <p>It is important to introduce texts that demonstrate a range of purposes and are appropriate for broad audiences. Students will continue to need teacher guidance when determining how well a particular form or style suits their identified purpose and audience. Teachers may need to spend some time clearly outlining the variety of purposes that exist in text creation. These may include to:</p> <ul style="list-style-type: none"> • create for enjoyment • entertain • identify problems • inform • personally connect • persuade • provoke social change • record information • respond to a specific element • summarize information <p>During the creation of texts, students should develop an awareness of skills and strategies that help engage an audience. These may include:</p> <ul style="list-style-type: none"> • adding a strong voice • choosing a form that is appropriate for the topic • ensuring coherence (e.g., topic sentence, transitions, tense, supporting details) • establishing an appropriate point of view • finding a relevant and interesting topic • including a hook (e.g., anecdote) to grab the reader's attention • varying sentence structure and word choice

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Review multiple text audiences (age, gender, grade, location, job demographic, etc.).
- Review multiple text purposes (inform, entertain, explain, describe, persuade, etc.).
- Model exemplars (e.g., paragraph and essay writing).
- Share a range of texts that students may use as models (e.g., song lyrics, photo essays, magazine articles, letters to the editor).
- Brainstorm with students, a list of guidelines they should follow when working small and large groups.

Students may

- Reflect on past experiences as audience members and share how they were engaged with a text (e.g., informal discussion, journal writing, graffiti wall).
- Complete a table listing a specific text, its audience, and evidence for the choice of audience. For example:

Text Type	Audience	Evidence of Audience

- Create lists to compare audience types (e.g., things that would appear in a student's utopian society versus that of a parent).
- Brainstorm in small groups, potential hooks or introductory statements aimed at engaging specific audiences and topics.

Connection

Teachers may

- Present a muted video clip to students and ask them to predict the topics being discussed.
- Conference with a student on the choices he or she makes while working on a particular product. See Appendix B3 for prompts.
- Discuss guidelines for peer-editing (e.g., using appropriate comments, respecting a person's choice not to share).

Students may

- Participate in a never-ending story (a story can begin in one class – this could be English, science, social studies classes, etc. – and then be passed from class to class with contributions being made by each).
- Peer edit a variety of texts (e.g., list, graphic organizer, outline, paragraph).
- Participate in a writing circle. Each student can begin a written text, passing it around the room for others to contribute before being returned to the original student for editing and publishing.
- Choose a visual of an individual and tell his story. The story may be completed in point form, as a paragraph, or as a thought web.

Resources and Notes

Authorized

Appendices

- Appendix B3 – Questions and Prompts to Scaffold Student Learning (W/R)
- Appendix K5 – The Processes of Writing

English Connect (Nelson)

- Strategies to support GCO 9 are found in the Responding section on pages: 33, 61, 127, 131, 147, 163, 189, 217
- Selections related to GCO 9: 24, 60, 124, 130, 142, 160, 186, 214

Homegrown 10 (Nelson)

- Strategies to support GCO 9 are found in the Responding section on pages: 23, 45, 48, 53, 67, 91, 99
- Selections related to GCO 9: 21, 42, 46, 52, 66, 91, 98

Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/1202/links/wrp.html>

- Ted™ Talks on Writing
- Creating Cartoons
- Apps and Programs for Classroom Use
- Representing Ideas

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

Outcomes

Students will be expected to

- 9.1 create a range of texts both independently and collaboratively*
- 9.2 use the appropriate form, style, and content for specific audiences and purposes*
- 9.3 use a range of strategies to engage the audience*
- 9.4 incorporate feedback when creating or revising texts*

Focus for Learning

As they review a text they have created, students may ask the following question:

- Are my details specific enough?
- Does my introduction/description grab the audience's attention?
- Does my text flow clearly from one idea to the next?
- Does my text have immediate appeal?
- Have I used multimedia appropriately/effectively?
- Have I used quotes appropriately?
- Is my creation self-explanatory?
- Is my word choice clear? Are my sentences fluent?
- Is my message clear?
- Is my work consistently focused on the main topic?
- Is my voice evident? Does it suit the purpose, content, and audience?

Students will be expected to use specific strategies; these must be communicated clearly and must be continuously reinforced. Teachers should help students note specific strategies that work for them and encourage development of these as the course progresses. See questions above for audience engagement.

Teachers will also need to provide consistent feedback as students complete an activity. It is expected that students will revise and edit their products as they receive feedback from peers and teachers. This feedback should be descriptive, specific, and timely. Students should be given time to decide if or how they will incorporate feedback into their finished product (see Appendix K4 for sample questions for revising and editing). Direct teaching of this skill is important to help students understand how and when to incorporate feedback. Resubmission of edited work will provide teachers with the opportunity to assess whether students can effectively incorporate feedback.

Sample Performance Indicator

Choose a relevant issue (e.g., bullying, vandalism, homework) and:

1. Write a letter of concern about the issue. Write to an audience of your own choice (peers, parents, teachers, politicians, children, general public, etc.).
2. Create a multimedia product (e.g., Photostory™) about the same issue. Focus on one aspect (e.g., issue: animal cruelty; focus: how SPCA organizations across the province are helping animals).

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

Sample Teaching and Assessment Strategies

Consolidation

Students may

- Rewrite a story to suit a younger audience. When completed, share with a target audience. Ask for feedback.
- Submit a text for publication in a newsletter, newspaper, school display, etc.
- Respond to a visual or audio text through writing and representing. Students may respond by creating a title, stating theme, mood, audience, and/or purpose.
- Create a newspaper advertisement or article independently or in a small group. An online search will generate a choice of templates.
- Use one topic to create two similar texts appropriate for two different audiences (e.g., two posters on Internet safety: one for a K-6 audience and another for a 7-12 audience).
- Write an argumentative paragraph or essay on a current news issue.
- Create a text that may be suitable as a cross-curricular product (e.g., a pastel text in Art graded as a representing text in English 1202, write a paragraph on a topic studied in a social studies course).

Extension

Students may

- Create a movie trailer for a novel, short story, or event at school.

Resources and Notes

Authorized

Appendices

- Appendix K4 – Sample Questions for Revising when Writing

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

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p>10.1 develop their ability to effectively communicate meaning</p> <p>10.2 use the conventions of written language</p> <p>10.3 use information from a variety of sources to construct and communicate meaning</p> <p>10.4 evaluate the quality of the texts they create</p>	<p>In grade 9, students had a wide range of experiences with producing a variety of final products. In English 1202, they will continue to create a variety of texts using a scaffolding approach that builds on prior skills and knowledge. Students should become more independent as the year progresses. As learning develops, students should be aware of the importance of using strategies (e.g., brainstorming, outlining, jot-noting, paraphrasing, peer editing) which help them present their ideas. Teachers will need to consistently remind students of these strategies and encourage their use in various aspects of the course.</p> <p>When creating texts to communicate meaning, students may also need to work on organizational skills and may therefore find it helpful to:</p> <ul style="list-style-type: none"> • create a list of tasks for text creation • determine the purpose and potential audience for the text • outline a time frame • outline roles and responsibilities (if working in a group) • use the writing process (prewrite, draft, revise, edit, publish) <p>For the purposes of creating texts, students should focus on one or more of the following each time they create a text: audience, content, message, organization, purpose, style, text form, voice, word choice, etc.</p> <p>As well, students should be able to use a range of writing conventions. Regular review of effective use of writing conventions is necessary throughout the year. These may include:</p> <ul style="list-style-type: none"> • capitalization • grammar • parts of speech • punctuation • spelling • word choice <p>See Appendix K6 for a list of language structures and conventions. Students were introduced to these in grades 7-9, however, in English 1202 the teacher must consider student readiness when deciding depth of treatment.</p> <p>Students will need varying levels of support to use conventions of written language effectively. Peer editing, conferencing, mini-lessons, checklists, self-assessment, and other strategies may assist with this.</p>

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

Sample Teaching and Assessment Strategies

Activation

Teachers may

- Review technology that is available for use when creating texts (both school technology and computer programs).
- Discuss with students appropriate use of various types of technology.
- Brainstorm with students various writing/representing strategies that have been successful for them in the past (e.g., brainstorming, outlining, jot-noting, paraphrasing, peer editing).

Students may

- Brainstorm a list of criteria to be used to evaluate an upcoming writing or representing text. Complete in a small group or as a whole class.
- Use a paragraph that is divided into sentence strips. Work in a small group or pair to organize the sentences into a logical paragraph. Alternatively, students may also need to filter statements/strips that do not belong in the paragraph.
- Participate in mini-lessons on conventions. Edit writing samples (e.g., student exemplars, teacher created paragraphs, online samples).

Connection

Teachers may

- Model specific strategies that will be useful in completing a writing/representing activity.
- Summarize, with students, sections from a text used in another subject area.
- Allow students to choose a writing/representing activity based on their interests and ability (e.g., choice board, tic-tac-toe, menu boards).

Students may

- List reasons for choosing a particular writing/representing project.
- Choose a pre-existing paragraph and elaborate on details provided by adding additional specific and descriptive details.
- Develop and maintain a portfolio or e-portfolio of a wide variety of writing and representing texts created throughout the course.
- Conference with peers or teachers to edit written or created texts.
- Participate in an autograph activity. Each student will write a statement with information/facts about a play or novel. They will then find and record five additional pieces of information from five different students while circulating the room. Students will sign their name next to the information they provided. Discuss as a class using chart paper and/or create a text based on information gathered.

Resources and Notes

Authorized

Appendices

- Appendix K6 – Language Structures and Conventions

English Connect (Nelson)

- Strategies to support GCO 10 are found in the Responding section on pages: 77, 79, 87, 101, 115, 171, 223, 227, 230
- Selections related to GCO 10: 74, 78, 86, 99, 112, 168, 224, 228

Homegrown 10 (Nelson)

- Strategies to support GCO 10 are found in the Responding section on pages: 37, 45, 53, 55, 77, 97
- Selections related to GCO 10: 34, 42, 50, 54, 74, 94

Suggested

Resource Links: <https://www.k12pl.nl.ca/curr/10-12/ela/1202/links/wrp.html>

- Effective Writing
- Media Activities

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

Outcomes	Focus for Learning
<p><i>Students will be expected to</i></p> <p><i>10.1 develop their ability to effectively communicate meaning</i></p> <p><i>10.2 use the conventions of written language</i></p> <p><i>10.3 use information from a variety of sources to construct and communicate meaning</i></p> <p><i>10.4 evaluate the quality of the texts they create</i></p>	<p>In grade 9 students used information from a variety of sources to construct texts and to communicate to an audience for a specific purpose. In English 1202, the expectation is that students will continue to build on previous writing and representing skills. They should:</p> <ul style="list-style-type: none"> • choose a presentation format • cite sources • gather information • identify similar information from two or more texts • integrate information into the chosen format • organize information • separate fact from opinion • summarize or paraphrase information <p>A portfolio (paper or digital) is an effective way to help students organize their work, provide easy access, edit, and revise completed projects. It is important for students to see their own growth and therefore be better able to assess their own learning.</p> <p>When evaluating the quality of their own work, students may also use checklists, exemplars, graphic organizers, journals/logs, peer surveys/peer checklists, rubrics, self-recordings, etc.</p> <p>Teachers can help students learn to evaluate texts they create by:</p> <ul style="list-style-type: none"> • allowing time to practice this skill • discussing the importance of self-assessment • encouraging peer input • including students when creating assessment criteria (e.g., rubric) • modelling how to self-assess • conferencing and providing feedback during practice <p>Sample Performance Indicator</p> <p>Find and view samples of several infographics. Make a list or highlight features that make the visual appealing and effective in achieving its purpose. Create a digital or print infographic to represent the pros and cons of a current event, controversial subject, or popular product.</p>

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

Sample Teaching and Assessment Strategies

Resources and Notes

Consolidation

Students can

- Use rubrics/checklists they have developed with teachers and peers to assess/evaluate the quality of student generated texts.
- Use a graphic organizer to compare forms, devices, effectiveness, etc., of two texts with the same topic (e.g., a website and a medical infographic).
- Share texts they have created. Choose one they consider to be of high quality and as a class, create a website or booklet that presents a sample of each student's favourite writing/representing.
- View an online procedural video. While viewing, record the steps using jot notes. Write a paragraph to summarize the procedure.
- Create an informational brochure on a topic of interest. Present information in point form using appropriate headings. The brochure should have visual appeal and may be computer generated (templates available through word processing programs) or created by hand.
- Create a series of graphic panels to represent one theme from a novel studied.

Extension

- Create a digital portfolio (e-folio) which includes final copies of a variety of texts completed throughout the year. Share tips for creating.

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Appendix A: Planning for Instruction

Appendix A1: Suggested Guidelines for Selecting Content

The learning resources authorized by the Department of Education provide a core content to all teachers and students in the province. Opportunity should be provided, however, for students to interact with texts beyond those used for instructional purposes. It is within this context that the following guidelines for selecting content is provided. **Number of products and/or experiences are suggestions only.**

Length: dictated by form and grade level	English 1202	English 2202	English 3202
Speaking and Listening Activities			
Informal speaking and listening experiences can be observed on a continual basis. Formal speaking experiences involve products produced through processes; these experiences may help students meet outcomes in writing and representing.	Minimum of 2 informal and/or formal speaking Minimum of 2 listening		
Reading and Viewing Activities			
Poetry ballad, elegy, epic, free verse, lyric, narrative, etc.	Minimum of 5	Minimum of 5	Minimum of 5
Drama Longer: play, script, excerpt Shorter: monologue, student script, excerpt, etc.	Minimum of 1 longer and 1 shorter	Minimum of 1 longer and 1 shorter	Minimum of 1 longer
Short Prose fiction and nonfiction (essay, short story, article, blog, rant, etc.)	Minimum of 4 fiction 4 nonfiction	Minimum of 3 fiction 6 nonfiction	Minimum of 6 fiction 3 nonfiction
Multimedia film, music, Web sites, commercials, advertisements, podcasts, etc.	Minimum of 5	Minimum of 5	Minimum of 5
Extended Texts (Independent and/or class study) novel, biography	Minimum of 2	Minimum of 2	Minimum of 2
Writing and Representing Activities			
Transactional persuasive, explanatory, procedural, etc.	Minimum of 2	Minimum of 2	Minimum of 2
Expressive memoir, biography or autobiography, narrative, etc.	Minimum of 1	Minimum of 2	Minimum of 2
Visual/Multimedia webpage, model, collage, photo essay, drama, etc.	Minimum of 1	Minimum of 1	Minimum of 1
Inquiry Based can be writing or representing, may also be incorporated into other texts throughout the year	Minimum of 1	Minimum of 1	Minimum of 1
Poetic poetry, prose poems, songs, rap, spoken word, etc.	Minimum of 1	Minimum of 1	Minimum of 1

Appendix A2: Common Approaches to Instruction

Sample	Description	Examples	Teacher Roles
Genre Study	The focus is on the indepth study of a particular genre.	<ul style="list-style-type: none"> drama historical fiction poetry 	<ul style="list-style-type: none"> Identify or help choose a genre to be studied. Provide suggestions.
Issue (or essential question)	The focus is on active inquiry related to diverse perspectives, experiences, and values.	<ul style="list-style-type: none"> employment prejudices, racism social networking 	<ul style="list-style-type: none"> Guide students in gathering/ assessing information. Support the development of investigations and sharing.
Theme	The focus is on the creation of and response to texts focused on a main idea.	<ul style="list-style-type: none"> beauty freedom identity 	<ul style="list-style-type: none"> Identify a variety of themes. Help students choose a theme, suggest strategies for inquiry, and determine an activity.
Project	The focus is on finding information and building knowledge through investigative techniques.	<ul style="list-style-type: none"> multimedia research sculpture 	<ul style="list-style-type: none"> Suggest topics, resources, and research strategies. Provide feedback on content, form, and integration.
Workshop	The focus is on the process of creating text or meaning.	<ul style="list-style-type: none"> drama workshop reader's workshop writer's workshop 	<ul style="list-style-type: none"> Share the planning of activities. Monitor, coach, and provide feedback. Co-create evaluation criteria.
Concept	The focus is on experiences and investigations of a concept or topic.	<ul style="list-style-type: none"> imagery satire symbol 	<ul style="list-style-type: none"> Suggest resources, questions and directions for inquiry. Coach students in decision making and provide feedback.
Major Text	The focus is on close exploration of diverse aspects of a major work.	<ul style="list-style-type: none"> small or large group study of a major text independent study of a major text 	<ul style="list-style-type: none"> Co-create a focus, task, and assessment criteria. Suggest resources and issues. Coach students in evaluating and selecting information. Provide feedback.
Author Study	The focus is on explorations and investigations of specific authors.	<ul style="list-style-type: none"> authors filmmakers journalists 	<ul style="list-style-type: none"> Identify a range of authors. Guide students on focus, content, strategies, and task. Provide feedback.
Historical Geographical Cultural Exploration	The focus is on a range of works representing particular times, places, and cultures.	<ul style="list-style-type: none"> genocide the Holocaust Newfoundland and Labrador writers 	<ul style="list-style-type: none"> Identify a range of topics. Guide students on focus, content, strategies, and task. Provide feedback.

Adapted with permission from the Province of Nova Scotia, Department of Education and Early Childhood Education, *Teaching in Action, Grades 10–12: A Teaching Resource*, 2011, pp. 85–87.

Appendix A3: Supporting Students when Speaking and Listening

If you notice that ...	you need to ...
A student is reluctant to participate in group discussions	<ul style="list-style-type: none"> • provide opportunity to share in other ways • pair students (then have them move to small groups before a whole group)
A student has difficulty following oral directions	<ul style="list-style-type: none"> • give one or two directions at a time • ask the student to paraphrase the directions given • provide written or visual instructions
A student struggles to summarize what was said	<ul style="list-style-type: none"> • activate prior knowledge before the presentation • provide an outline before the presentation • provide a structure or key ideas to support the student as he/she listens • model summarizing techniques
A student does not ask clarifying questions of another speaker	<ul style="list-style-type: none"> • prompt the student to ask questions • model different types of questions • allow the student to write questions • encourage the student to investigate the questions others ask
A student is not respectful of the ideas and opinions expressed by others	<ul style="list-style-type: none"> • speak to the student and model appropriate behaviour • generate a list of group norms • pair the student with a student who will model positive behaviour • provide the student with a protocol for group participation
A student has difficulty evaluating the effectiveness of a speaker	<ul style="list-style-type: none"> • provide criteria for evaluation • model effective and ineffective presentations, and ask questions that will require the student to think about particular aspects of the presentation
A student has difficulty expressing his or her own ideas and opinions	<ul style="list-style-type: none"> • allow the student to express ideas in writing or through other representations • encourage the student to share first with a partner, then a small group, and finally a whole group
A student excels at engaging an audience of their peers	<ul style="list-style-type: none"> • challenge the student to engage an unfamiliar audience (e.g., Kindergarten students, Grade 12 students, school council members, school administrators, parents, municipal council members, Lions' Club, etc.)
A student excels at persuading someone to agree with his or her opinion	<ul style="list-style-type: none"> • challenge the student to argue a viewpoint that opposes his or her own

Appendix A4: Supporting Students when Reading and Viewing

If you notice that ...	you need to ...
A student is consistently reading texts that are too difficult or too easy	<ul style="list-style-type: none"> • set goals with the student • model techniques for selecting text • assign short texts that provide some challenge • provide a variety of texts to choose from
A student has difficulty with reading fluency (reading is slow and choppy or much too fast)	<ul style="list-style-type: none"> • model fluent reading • ask the student to read the same piece more than once • have the student practise with text that is at his or her independent reading level
A student has difficulty with comprehending text	<ul style="list-style-type: none"> • confer with the student • encourage the student to discuss the text with a small group
A student does not provide evidence and support for his or her opinions and statements	<ul style="list-style-type: none"> • model and scaffold the process • provide a graphic organizer that prompts the student to give evidence
A student is unable to locate information relevant to a topic of study	<ul style="list-style-type: none"> • provide questions for investigation • model questioning and the process of locating information
A student does not critically evaluate texts	<ul style="list-style-type: none"> • provide the student with questions or prompts to encourage critical thinking • model critical thinking using a think-aloud • begin by providing the student with easy/obvious texts for evaluation and move toward more complex texts
A student excels at selecting appropriate texts	<ul style="list-style-type: none"> • provide the student with more variety, independence, and opportunity to select texts
A student excels at comprehension of texts	<ul style="list-style-type: none"> • challenge the student to compare texts that may be related by theme, allusion, or social context
A student excels in an author study	<ul style="list-style-type: none"> • challenge the student to investigate the author's writing habits, including whether the author works alone or has worked with others

Appendix A5: Supporting Students when Writing and Representing

If you notice that ...	you need to ...
A student's writing is not focused, or lacks relevant and accurate information (<i>content and ideas</i>)	<ul style="list-style-type: none"> • confer with the student • model effective use of ideas using mentor texts • brainstorm ideas with students • model the process of grouping and classifying information • provide opportunity for practice and sharing
A student's writing lacks organization (<i>organization</i>)	<ul style="list-style-type: none"> • confer with the student • model effective organization patterns using mentor texts • explicitly teach organization using graphic organizers as a starting point • provide opportunity for practice and sharing
A student's writing has many mechanical errors (<i>conventions</i>)	<ul style="list-style-type: none"> • confer with the student • model effective use of mechanics using mentor texts • explicitly teach conventions • provide opportunity for practice and sharing • create posters that address issues of mechanics
A student's work consists of largely the same type of writing/representation	<ul style="list-style-type: none"> • provide students with a checklist and a minimum goal each term • provide models of various text types • read aloud and encourage others to share various text types
A student's writing/representation does not include the necessary text features and structure for that type of text (<i>presentation</i>)	<ul style="list-style-type: none"> • read aloud various types of text and conduct think-alouds highlighting key features • create and display posters that address text features
A student's writing is not appropriate for the intended audience and purpose	<ul style="list-style-type: none"> • confer with the student • encourage the student to share his or her writing with a peer for feedback
A student rarely shows commitment to a piece of writing/representation	<ul style="list-style-type: none"> • set small and manageable goals for the student, and confer or check with the student at regular intervals • give the student a choice of writing topic, form, or audience • invite the student to make decisions about the topic, form, and/or audience

Appendix B: Questions and Prompts to Scaffold Student Learning

Appendix B1: Speaking and Listening

Effective Speaking
<p>Before</p> <ul style="list-style-type: none"> • How can you ensure that others have an opportunity to be heard respectfully? • How can you politely disagree with someone's opinions and offer your own ideas respectfully? • What are some rules for small group discussion? • What steps did you follow to prepare for the presentation? Which steps were the most helpful? • What steps have you followed to make your presentation clear and easy to follow? • Who is your intended audience? What will you include to explain/describe/convince/persuade/entertain your audience? <p>During</p> <ul style="list-style-type: none"> • How did your body language help introduce, explain, and summarize this topic? • How did you capture and hold the audience's attention? • What techniques did you use to highlight key points? <p>After</p> <ul style="list-style-type: none"> • How would you evaluate your presentation? What were its strengths? What do you want to improve? • What feedback have you received from others that you will incorporate into your next presentation? • What is a goal for your next informal talking activity? • What is a goal for your next speaking activity? What would help you become a better speaker? • What would help make you and others more confident when having conversations?
Effective Listening
<p>Before</p> <ul style="list-style-type: none"> • What strategy most effectively helps you to remember ideas and facts presented? What other strategies might you try? • What are your strengths as a listener? <p>During</p> <ul style="list-style-type: none"> • How did you ask for clarification on complex topics? How did the discussion help with this topic? • In what ways did you encourage the person who was speaking? • What did the speaker do to sustain your attention? <p>After</p> <ul style="list-style-type: none"> • Can you give an example of how the speaker used or might have used humour, repetition, and gestures? • How did you distinguish between fact and opinion? Provide an example of each. • What did the speaker deliberately leave out of the presentation to support his or her own bias? • What do you think the speaker wanted you to understand about the topic? What evidence did they provide? How did he/she go about persuading you? • What opposing viewpoints were presented? In what ways have you changed your viewpoint? What words and images did the presenter use to help you better understand the topic? How did he/she help you remember the presentation?

Appendix B2: Reading and Viewing

Building Strategies

Before

- Preview the informational text. How is it organized? What sections do you think will give you the most information? The least? In what ways might this help you understand the material?
- What do you predict will be the problem or struggle in the story? Why?
- What is your purpose in reading this text? What questions do you have before you begin to read?
- What predictions can you make about this novel (before and after reading first page)?

During

- How does rereading/reading ahead/skimmming/scanning help you understand the text?
- How do the text features help you to understand what you have read?
- If you come to words you don't know or understand, what strategies do you use to figure them out?
- Which part of the story so far has been the most challenging for you to understand? Why?

After

- How different would the story be if it was told from another perspective? In what ways have your predictions been validated, or not?
- What questions do you still have that you would like to clarify by rereading?
- What types of self-correcting strategies did you use when a passage didn't make sense?
- What was the author's intent in writing this? What was the bias?

Exploring Text

After reading/viewing a text:

- Did the author try to persuade you in any way? How?
- How can you apply the information you learned to an issue or problem in today's world? In what ways did the weaknesses/strengths of the character affect the chain of events in the story?
- What connections did you make to the character's feelings?
- What details/evidence led you to your understanding of the character's personality?
- What new information did you learn from reading and viewing this text? How did it change your thinking about the topic? What evidence from the selection supports your new thinking?
- What were the key ideas in the information you read/viewed? Why were they important?
- Which event would you identify as the critical event? How did it trigger subsequent events?

Making Connections

- At what point in the story did you wonder about the resolution of the problem?
- Can you identify the facts? The opinions? Describe how the protagonist/antagonist exhibited ____ (e.g., kindness/cruelty, fairness/unfairness).
- Describe your favourite genre. What is it that engages you?
- How does one theme serve to represent two different texts?
- What characteristics or elements does the author/creator use? How does he or she make them stand out?
- What events led up to the climax of the story? What was the anti-climax?
- What patterns did you recognize in the story? Explain. How did this help you to predict events?
- What themes are addressed in the story?

Appendix B3: Writing and Representing

Creating Text
<ul style="list-style-type: none"> • How do the visuals support your work? How has the organization of this piece of research helped the readers understand your message and information? What evidence is there in your conclusion to support your viewpoint? • How will your audience know about your personal interest in the topic? • What information about this form and genre can help you organize your writing or product? • What part of this text do you feel is particularly strong? • What techniques did you use in your writing or representing to keep your audience's interest? • Where have you attempted to create mood? What word and sentence choices show that? • Who is your audience? How did you craft this piece of writing or product specifically for your audience? How did knowing the audience influence the form, style, and word choice?
Approaching Text
<ul style="list-style-type: none"> • Find two ideas/sentences that can be combined. How can you create a more interesting sentence? • Highlight the first three words in all of your sentences. How can you create more variety in your sentence beginnings? • Highlight the part of your work which best reflects your personal voice. • How and where did peer editing influence the revision of your work? • How can you begin in a way that starts in the middle of the action or begins with dialogue? • How did using criteria help you when editing someone else's work? • How did you organize your work? What sources did you use? • In what ways did you develop your characters (e.g., through dialogue, description, actions)? • Is there a part of your text you would like to revise? What would you focus upon in revision? • Read your writing aloud. What trait is the strongest? Why do you feel this way? • What are your goals for your next piece of writing/representation? • What word(s) or element(s) contribute the most to expressing emotion? • What would be the best presentation style and format for your published work?
Using Language Features
<ul style="list-style-type: none"> • Can you point out the clauses in this sentence that could have been arranged differently for dramatic effect? • When you cite the work of other authors, how do you acknowledge that source for your readers? Why must you acknowledge the source? • What sources can you examine to provide more variety in word choice to prevent the overuse of words? • How can you indicate to the reader that this part of your piece is dialogue, and help them identify which character is speaking? • How many sources have you cited for your work? Where are your references? • How reliable/reputable are the sources? How do you know? • How did using technology help you with your revision and editing? • Read your piece aloud. Is your voice coming through? Explain.

Appendix C: Speaking and Listening Activities

Appendix C1: Panel Discussion

In groups of 4-5, students can participate in a panel discussion. Each group is assigned a series of discussion questions on a topic or text and asked to prepare responses. While preparation should be evident, the responses do not need formal source citations. A reflection time should be provided in which students complete a peer and self evaluation.

Below are sample questions on a fictional text. Teachers will need to adjust these to fit other types of texts or for specific topics.

Group	Questions
1	<ul style="list-style-type: none"> • What do you like about characters in this text? Why? • What do you dislike about characters in this text? Why? • Do you think (name of character) was a one-dimensional character (does not seem to grow)? Why or why not? • How did the setting contribute to the development of a character?
2	<ul style="list-style-type: none"> • What do you think the author would have to say about the world today? Why? • What is the mood of the text? How do you know? How did the author create the mood? • How is humour (or sarcasm, etc) achieved in the text? Why do you think the author chose to include this? • What can the author do to make this text clearer for the audience?
3	<ul style="list-style-type: none"> • What can you suggest about what might not be said but is implied? • What type of language is used in the text? Was it difficult to follow? Why or why not? • What new or challenging words did you find in the text? What words can replace these? • What headlines could you use if this text were to be reviewed in a newspaper article?
4	<ul style="list-style-type: none"> • What text features are present? • Which text features are the most important to convey the meaning of this text? Why? • How could this text be presented differently to a younger audience? What features would help with this? • How could this text be presented in a different form (e.g., instead of a visual, use a graph, etc)? Explain why you chose this.
5	<ul style="list-style-type: none"> • What is the purpose of this text? How do you know? • Is bias present in this text? How do you know? • Are there stereotypes present in this text? How do you know? • What could I create to provide further information on this topic for future audiences?

Appendix C2: Informal Debates

This guide may be used to help plan and prepare a classroom debate. A traditional debate format may be used, however, other debate strategies can also be used as a variation to involve the whole class.

Debate Relay

This informal debate can be used with larger teams involve more students overall. Preparation on the part of each team is important.

Steps:

1. Teams can have four or more members.
2. Each team is given time to present a point of view.
3. One team member begins the speaking.
4. Another team member continues the argument.
5. If another team member feels they have a good point to make, they signal the person already speaking that they are ready to speak.

Choices

Pieces of paper are posted in different areas of the room. Each piece has choices written on it (e.g., disagree, agree, strongly agree)

Steps:

1. Introduce a controversial (relevant) statement.
2. Students move to the area which reflects their position.
3. Students discuss their reasoning and form a group argument.
4. One or two students from each group present their arguments.
5. Students from other areas may move if they have been persuaded by their arguments.

Debate Auction

Students gather information and gain practice in speaking. As well, students gain an appreciation for 'thinking' before speaking.

Steps:

1. Each student is given two or three cards.
2. Students are provided with a discussion prompt.
3. Students raise one card to make a comment or pose a question.
4. Each card can be used only once.
5. Once all cards have been used, the cycle begins again.

Traditional Debate

Research, written preparation, and debate preparation are necessary before beginning the debate.

Round 1 – Opening Statement – One team member from each team (captain) states the topic and tells why they are arguing for or against this topic.

Round 2 – Other team members on each team take turns to present their arguments.

Round 3 – A cross-examination occurs where teams question each other.

Round 4 – Closing statements occur where teams sum up their arguments, explaining why the audience should vote for or agree with their side.

Appendix C3: Role-Play Rubric

This sample rubric may be used or modified to assess a role-play.

	Skilled	Satisfactory	Beginning
Content	<ul style="list-style-type: none"> • If I use props or accessories, I use them purposefully and effectively. • I respond thoughtfully to questions from the audience. • I know my topic well. 	<ul style="list-style-type: none"> • If I use props or accessories, I use them predictably but not effectively. • I respond to questions from the audience. • I know my topic. 	<ul style="list-style-type: none"> • If I use props or accessories, they don't seem to serve a clear purpose. • I'm not sure how to respond to questions from the audience. • I don't seem to know my topic well.
Voice	<ul style="list-style-type: none"> • I speak loudly and clearly. • I use volume, pitch and intonation to develop my character and/or tell a story. • My tone of voice engages the audience and suits the tone or the purpose of the drama. 	<ul style="list-style-type: none"> • My voice is clear but I need to develop dynamic variation in my speaking. • I am reading my notes but my voice doesn't aid in the development of the drama. • My tone of voice doesn't suit the purpose or tone of the drama. 	<ul style="list-style-type: none"> • I do not speak loudly and clearly. • I mumble my words and people cannot understand what I'm saying. • I speak in a monotone without dynamic expression.
Physical Delivery	<ul style="list-style-type: none"> • I use purposeful gestures and have a confident stance. • If I use props, they enhance the meaning. 	<ul style="list-style-type: none"> • I use predictable gestures and have an open stance. • If I use props, they contribute to meaning. 	<ul style="list-style-type: none"> • I don't use appropriate body language. • If I use props, they don't serve a purpose.
Dramatic Awareness	<ul style="list-style-type: none"> • I have a strong stage presence and appear comfortable while performing. • I stay in the character role for the whole duration of the reading. • I pause effectively. 	<ul style="list-style-type: none"> • I appear comfortable on stage. • I can improve my character development. • I try to take cues from the audience to enhance my performance. 	<ul style="list-style-type: none"> • I appear uncomfortable on stage. • I do not develop my character. • I am not aware of the audience reaction while reading.

Appendix D: Guidelines for Collaborating

Teachers should model and explain clear expectations when students are organized to collaborate in groups.

Norms of Collaboration

It is important that students understand what effective collaboration looks, sounds, and feels like. With practice and effective teacher feedback, students should gain confidence and improve their skills for collaborating with their peers. There are seven recognized norms of collaboration.

Promoting a spirit of inquiry	<ul style="list-style-type: none"> • Group members are focused on hearing a wide variety of ideas from each other and asking questions to move the conversation forward. • Group members do not push their ideas on each other and insist their ideas are the right ones.
Pausing	<ul style="list-style-type: none"> • Group members listen to hear what others say and pause before responding. • Group members do not talk over each other at the same time or try to dominate the conversation.
Paraphrasing	<ul style="list-style-type: none"> • Group members summarize each others' ideas using fewer and different words to show they understood what was said. • Group members do not use negative or judgemental comments or body language in response to others' ideas.
Probing	<ul style="list-style-type: none"> • Group members ask questions for clarification and to seek logical conclusions. • Group members do not accept every idea at face value.
Putting ideas on the table	<ul style="list-style-type: none"> • Group members make suggestions, share ideas and opinions, and provide facts or reasons to back up their ideas. • Group members do not insist their ideas are the only right ones and are willing to modify their thinking based on discussions with others.
Paying attention to self and others	<ul style="list-style-type: none"> • Group members self-monitor their feelings, tone of voice, and body language. • Group members pay attention to others' non-verbal cues and emotional reactions.
Presuming positive intentions	<ul style="list-style-type: none"> • Group members believe others mean well and are always trying their best. • Group members do not react impulsively without thinking first.

Adapted from Garmston and Wellman (2006) *The Adaptive School: Developing and Facilitating Collaborative Groups*

Appendix E: Reading for Comprehension

Appendix E1: Literary Genres

Genre is the term used to describe the various types of literature. It is a French term derived from the Latin *genus/generis*, meaning “type”. Genre designates forms of literature into classifications according to the formal structures, the treatment of subject matter, or both. Grouping literary works together in this way is beneficial because it:

- offers an orderly way to talk about literature
- allows learners to have a better idea of the intended overall structure of the text and/or subject
- allows a text to be valued on its own and also viewed in comparison with other texts of the same genre

Providing students with varied opportunities to experience and respond to a wide range of literary genres, enables them to:

- construct and elaborate upon their own interpretations
- increase their awareness of form and technique
- appreciate the range and power of language
- develop as critical readers, writers, and thinkers
- develop a lifelong habit of reading as a rewarding leisure time pursuit

The following chart lists selected types of literary genres, both nonfiction and fiction, with a description for each.

Literary Genres	
Genre	Description
Adventure	Circumstances in which the characters experience new situations, overcome adversity, and grow as individuals
Autobiography	A story of one's life as written by oneself
Biography	A written account of the series of events that make up a person's life
Cross-genre	Books that fall into more than one category (mystery/fantasy book, or historical fiction/time travel story)
Drama	Stories composed in verse or prose, written in dramatic form. Books can include collections of short plays or one play
Essay	A short literary composition that reflects the author's outlook or point of view
Expository Text	Explains or provides direction
Fable	Narration demonstrating a useful truth, especially in which animals speak as humans; legendary, supernatural tale
Fairy Tale	A story about magical and imaginary beings and lands.

Fantasy	Fiction with strange or other worldly settings or characters; invites suspension of reality (time or animal fantasy, ghost stories, supernatural or space fiction)
Fiction	Narrative literary works whose content is produced by the imagination and is not necessarily based on fact
Fiction in Verse	Full length novels with plot, subplot(s), theme(s), and major and minor characters in which the narrative is presented in verse form
Folklore	The songs, stories, myths, and proverbs of a people or “folk” as handed down by word of mouth
Historical Fiction	Story with fictional characters and events in a historical setting (war stories, biographical fiction)
Horror	Fiction in which events evoke a feeling of dread in both the characters and the reader
Humour	Fiction full of fun, fancy, and excitement, meant to entertain; can be contained in all genres
Informational Text	Provides information, facts, and principles related to physical, natural, or social topics or ideas
Legend	Story, sometimes of a national or folk hero, which has a basis in fact but also includes imaginative material
Memoir	An account or reflection of a particular event, time, or period in a person’s life
Messaging Text	Computer mediated language presented in a range of text messaging formats and resembles typed speech
Mystery	Fiction dealing with the solution of a crime or the unravelling of secrets
Mythology	Legend or traditional narrative (may be based on historical events), that reveals human behaviour and natural phenomena by its symbolism; often pertaining to the actions of the gods.
Narrative Nonfiction	Factual information presented in a format which tells a story
Nonfiction	Informational text dealing with an actual, real life subject
Poetry	Verse and rhythmic writing with imagery that creates emotional responses
Realistic Fiction	Stories that often focus on universal human problems and issues; although it comes from the writer’s imagination, it is realistic
Science Fiction	Story based on impact of actual, imagined, or potential science, usually set in the future or on other planets
Short Story	Brief fictional narrative that usually presents a single significant scene involving a limited number of characters
Speech	Public address or discourse
Tall Tale	Humorous story with exaggerations and heroes who do the impossible

Appendix E2: Modelled, Shared, and Guided Instruction

Teachers may use modelled, shared, and guided instructional approaches to help students become more effective readers, viewers, and text creators. Varying levels of support reinforces a gradual release of responsibility.

<div>Most support</div> <div>Least support</div>	<p>Reading</p> <p>Modelled reading can take two forms:</p> <ul style="list-style-type: none"> • Read Aloud – The teacher reads aloud, pausing to share how he/she thinks when reading. • Interactive Read Aloud – The teacher reads aloud, pausing to ask questions, invite discussion, and share thinking. <p>Shared Reading – The class follows along while the teacher reads aloud, and may join in as class (choral) or individually. The teacher shares his/her thinking.</p> <p>Guided Reading – The teacher sits with a small group with similar reading needs and strengths. Students read (silently and aloud) and think about the text, interacting with each other as well as individually with the teacher.</p> <p>Independent Reading – Students read alone or aloud to a peer for enjoyment and to practice strategies. Teachers work with small groups.</p>	<p>Writing and Representing</p> <p>Modelled writing or representing can take two forms:</p> <ul style="list-style-type: none"> • Create Aloud – The teacher thinks aloud while creating a text, explaining the thinking behind the process. • Interactive Create Aloud – The teacher thinks aloud while creating a text, pausing to ask questions, invite, and share thinking. <p>Shared Activity – The teacher and students create text together, with both contributing their thoughts and ideas. The teacher records suggestions to create the text and thinks aloud throughout the process. This can be done with a small group or a whole class.</p> <p>Guided Activity – The teacher works with a small group with similar needs and strengths to develop one element (mini-lesson). The small group setting allows for interactions among students as well as individual work with the teacher.</p>
	<p>Viewing</p> <p>Modelled viewing can take two forms:</p> <ul style="list-style-type: none"> • Modelled Think Aloud – The teacher points out details in a visual to share his/her thinking. • Interactive Think Aloud – The teacher discusses elements and pauses to ask questions, invite discussion and share thinking. <p>Directed Viewing – The teacher guides students (as in Guided Reading) through a visual or presentation, focusing on:</p> <ul style="list-style-type: none"> • making observations and predictions • formulating questions to set a purpose for viewing • confirming or rejecting predictions <p>Independent Viewing – Students view alone for enjoyment, to derive meaning, to interpret messages and to practice strategies. Teachers work with small groups.</p>	<p>Collaborative Activity – Students engage in all aspects of text construction as they jointly compose and physically create text. The teacher guides the process and provides modelling, pacing, and assistance as needed.</p> <p>Independent Activity – Students create texts for an uninterrupted period of time and may request feedback from peers or the teacher. The teacher may work with small groups.</p>

Appendix E3: Book Clubs

What are book clubs?

Book Clubs are patterned on adult reading groups that have become very popular. In book clubs:

- Students choose their own reading materials and form groups of 3-6, based upon book choice
- Grouping is by text choice, not ability
- Different groups read different books and meet on a regular basis
- Members write notes to guide their reading and discussion
- Although called Book Clubs, this format can be used for any text form
- Discussion comes from students and is based on personal responses, connections, and questions
- The teacher acts as a facilitator, fellow reader, and observer
- Discussions may range from fifteen minutes to one hour
- Assessment is by teacher observation and tasks completed by students

Adapted from Harvey Daniels & Nancy Steineke Mini Lessons for Literature Circles

How do students choose their texts and book clubs?

Students may choose books using a variety of methods. They may:

- Choose based on advice from a peer or teacher (or a book talk by a teacher)
- Decide to read a book because it is part of a series in which they have an interest
- Choose from books that are readily available as part of their classroom or school library
- Participate in a book pass approach where many books are passed around the classroom and students have an opportunity to view/read each one for three to four minutes; they may rate each book and decide the one that best suits them (they may decide on several books and read them over a few months)

How can I ensure that students “get the true meaning” out of the text and fully understand it when I am not teaching a whole class novel?

The book club approach requires shifts in thinking from teacher-centered pedagogy to student-centered pedagogy where:

- every reader’s reading of the text has validity, not just the teacher’s reading of the text
- students can move from a passive positioning in their response to reading and learning to an active one when their thinking is validated
- when teachers’ model, coach, scaffold and guide students in their reading by sharing their own thinking about a text, they gradually release the responsibility so that students can assume the responsibility
- students construct meaning as a result of their own thinking and as a result of the ‘authentic dialogue’ with their peers and often arrive at a deeper appreciation and understanding of elements of the text than they would if all students read the same novel and studied it with conventional questions in a teacher directed manner
- ultimately, a community of readers is created in the classroom where the five elements of collaborative learning are in place to construct knowledge (interdependence, accountability, face-to-face interaction, social skills, processing)

How can I teach lessons when each group is reading a different text?

The lesson content will shift from the content of the text to the skills required to understand the text and its themes. Rather than a lesson on character, the lesson will focus on the four methods of characterization applied to an excerpt from a text. Students then apply the four methods to characters in their own texts. Full class lessons provide the place for teachers to introduce students to a variety of reading skills (predicting, inferring, connecting, visualizing, determining importance, questioning, synthesizing, and monitoring understanding) and literary skills that they can apply to their various texts. These mini-lessons provide the focus of examination of the text for book club discussions.

How long does a book club unit last?

This depends on the text that is chosen. A short text like a newspaper article may be a one period book club. Book Clubs may meet five times for a full length novel. These meetings would be interspersed with mini-lessons, reading time and other activities so that the dates are not consecutive.

How do assessment *for, as and of* learning work in this structure?

The tasks that students must complete for book clubs are generally related to the Reading Expectations of: 1. Reading for Meaning, 2. Understanding Form and Style, 3. Reading with Fluency, and 4. Reflecting on Skills and Strategies. Once students have practiced the skills, there can be assessment of their learning. There will be several book club discussions taking place in the classroom at one time, so it is best to assess one or two groups per book club class. Not all book clubs need to be assessed every time they meet. Students should be encouraged to reflect on (assessment as learning) their Book Club experiences and how they are developing as readers.

Do students prepare assignments and read independently outside of class time for Book Club classes?

If the students can read independently outside of class time, assign portions of the text to be read in preparation for Book Club. Assign a "Ticket of Admission" to the Book Club class. This ticket focuses on one part of the text and can include a literature circle role, a journal entry, a discussion, or questions. If students are not independent readers, a portion of class time can be given for reading.

Adapted with permission from Frequently Asked Questions About Book Clubs

Rachel Cooke – Instructional Leader English/Literacy

Teacher Resources for Establishing Amazing Book Clubs

Allen, Janet. *Inside Words*. Portland: Stenhouse Publishers, 2007. ISBN 978-1-57110-399-4

Brailsford, A. & Coles, J. *Book Talk: The Power of Book Clubs in the Middle Grades*. Markham: Scholastic Canada, 2008. ISBN 9780779166817

Cooke, Rachel et al. *Constructing Meaning: Skills for Understanding Contemporary Texts*. Canada: McGraw-Hill Ryerson, 2013. ISBN 978-125907599-5

Daniels, H. & Steineke N. *Mini-lessons for Literature Circles*. Portsmouth: Heinemann, 2004. ISBN 0-325-00702-0 www.heinemann.com/shared/onlineresources/E00702/minilessons.pdf • PDF file

Donohue, Lisa. *Independent Reading: Inside the Box*. Markham: Pembroke Publishers, 2008. ISBN 978-1-55138-225-8

Kittle, Penny. *Book Love: Developing Depth, Stamina, and Passion in Adolescent Readers*. Portsmouth: Heinemann, 2013. ISBN 978-0-325-04295-4

Tovani, Cris. *Do I Really Have to Teach Reading?* Portland: Stenhouse Publishers, 2004. ISBN 1 57110 376 7

Tovani, Cris. *So What Do They Really Know?* Markham: Pembroke Publishers, 2011. ISBN 978-1-57110-730-5

Appendix E4: Literature Circles

Literature Circles allow students to respond to a text as a group. Each student will have a specific role which will change each day. The role is briefly explained and potential questions are presented. Students will be assigned specific sections of the novel to read in preparation for each class. During class, students will discuss the novel in their groups and record information based on their role. Assessment may be based on preparation, written work, class discussions, peer and self-assessment.

Role	Responsibility	Sample questions
Guide	Traces the journey (literally and/or metaphorically) that the protagonist makes	<ul style="list-style-type: none"> What is the nature of this journey? What best describes the character's growth? Who assists the protagonist; who doesn't? What connotations do journeys hold?
Connector	Makes the link between the assigned selection and the large picture (connect the passages to own life, school life, other works studied, current events, etc.)	<ul style="list-style-type: none"> What connections can you make to your own life? What other texts/characters can this compare with? What does this work say about the world at large? What is the most interesting connection? What real people/events come to mind?
Facilitator	Leads discussion and ensures that members of the group stay on topic (discuss the larger issues of the book or major themes within the work)	<ul style="list-style-type: none"> What is the most significant episode/event? What do you like/dislike about this selection? What do you think will happen next? Why? How does this reading tie into the whole novel? What thoughts occurred to you as you read?
Illustrator	Draws a scene or creates a visual (e.g., cartoon sequence, to show significance or plot of a scene) and uses labels or captions to clarify	<ul style="list-style-type: none"> What do you think this picture means? How does this drawing relate to the story? Who and what are represented here? How does this illustration connect to the novel? Why did you create this particular visual this way?
Deejay	Controls the music list and selects at least one song that relates to today's reading (brings lyrics and/or music to class)	<ul style="list-style-type: none"> I selected this music because it reminds me... This music characterizes... The overall connection between this music and these chapters is... The tone best suits because...
Advisor	Seeks meaning in the mundane, symbols in the settings and allusions throughout; argues that characters, scenes, objects represent more than meets the eye	<ul style="list-style-type: none"> What key elements appear in this passage? How heavily symbolic are key objects? What is the purpose of particular motifs or symbols? What allusion was not readily apparent and why? What is revealed about character, setting, etc.?
Interpreter	Becomes the identity of a key character, item, object, or element from the section read; writes a journal entry from that point of view	<ul style="list-style-type: none"> What are personal characteristics or traits? What big decisions did he/she have to make? What obstacles had to be overcome? Why was that particular character or object chosen? What was the contribution of that character or object?

Appendix E5: Teacher Observational Checklist

Name: _____ Date: _____

Strategies and Behaviours	Often	Sometimes	Rarely	Comments
Participates in book discussions				
Reads independently				
Selects books that are at an appropriate reading level				
Reads a variety of genres and forms				
Uses text features (e.g., table of contents, glossary, index) to locate information and better understand the text				
Combines information from a variety of sources (e.g., pictures, charts, graphs, illustrations, charts, tables, maps)				
Recognizes that authors use different organizational patterns to present information				
Summarizes and retells information clearly and accurately				
Uses prior knowledge to construct meaning				
Poses questions to clarify meaning and find information				
Monitors reading and knows when meaning breaks down				
Effectively uses a variety of “fix-up” strategies to self-correct				
Uses a variety of strategies to figure out unfamiliar words				

Appendix E6: Reading Strategies

There are a number of strategies for readers in all stages of reading development to use and develop.

Strategy		Student thoughts
Pre-Reading	Reading begins before a text is opened. Students should be encouraged to activate the knowledge they already have that is related to the text and increase their relevant knowledge prior to reading a text	I can <ul style="list-style-type: none"> • create a journal response on a topic, issue, or idea • create questions on a topic, issue or idea • describe a time when I were involved in . . . (something similar) • summarize my prior knowledge on the topic • preview illustrations, graphs, glossary, table of contents, titles, and other text features
Connecting	Relating something in the text to something students have experienced, read about or seen; can include linking information with personal experience (text-to-self), known information (text-to-text) and knowledge of the world (text-to-world)	<ul style="list-style-type: none"> • Another example of this is... • This explains the part on page ... • This also takes place in ... • The literary device is also used in ... • This makes me feel...because... • This is similar to...
Questioning	Asking questions before, during and after to better understand information. The questioning process may include: <ul style="list-style-type: none"> • identifying main ideas • predicting • self-correcting 	<ul style="list-style-type: none"> • Before I started to read I wondered ... • I am confused because the visuals seem to say something different than the text. • This part makes me wonder about ... • This doesn't seem to make sense. I wonder if there is a mistake. • I think the author/creator means... • So far I have learned...
Inferring	Interpreting “clues” left by the author and combining this with prior knowledge to create meaning	<ul style="list-style-type: none"> • Based on what I am reading, I think the word means ... • I think ... because it says ...
Visualizing	Picturing ideas and images based on the language and description used by the author	<ul style="list-style-type: none"> • I can visualize the part where it says ... • I imagine what it must be like to ... • I like the way the author describes ...
Determining Importance	Knowing what is important and being able to identify key ideas	<ul style="list-style-type: none"> • This is about ... • This is important because ... • This information is interesting but it isn't part of the main idea. • This word is in bold so it must be important. • I can use headings and subheadings to help me find the information I am looking for.
Analyzing	Examining parts or all of a text in terms of its content, its structure and its meaning	<ul style="list-style-type: none"> • I notice the author used this technique/word choice ... • I think the author tried to ... • This doesn't fit with what I know ... • This would have been better if ...
Synthesizing	Building a new understanding by combining what is already known with what was read	<ul style="list-style-type: none"> • Now that I have read this I am beginning to think differently about... • For me this is about ...

Appendix E7: Cueing Systems

Cueing Systems

As students read and write they use sampling, predicting, and self-correcting strategies. This requires the integration of cueing systems which help them become fluent, mature, and flexible readers and writers.

Semantics refers to the knowledge acquired through prior experience and background. Readers can more easily integrate new information with what they already understand.

Fluent readers and writers will:

- use a dictionary or other source to determine a word's meaning usage, pronunciation, and etymology
- correctly use prepositions, homonyms, plurals and possessives, and general diction

Syntactics refers to the knowledge of the structure of language. Word order, the relationship between words, tense, number, and gender support language structure.

Fluent readers and writers will:

- comprehend how word order and sentence patterns communicate meaning
- recognize when fragments or run-on sentences negatively impact meaning
- use formal spoken and written sentences that are meaningful, clear, and correctly punctuated

Graphophonics refers to the knowledge of the relationship between written letters and the sounds of the language.

Fluent readers and writers will:

- comprehend the spelling patterns of high-frequency, topic-specific, and Canadian spelling of words
- use the form and usage of a word to determine the pronunciation (e.g., “project” as a noun vs verb).
- use sounds, syllables, and accents to determine pronunciation and spelling

Pragmatics refers to the knowledge of how language and punctuation are used in particular contexts (an experienced reader knows what to expect from a web site as opposed to a short story).

Fluent readers and writers will:

- recognize and understand formal and informal language
- know how stylistic choices and context affect meaning and impact of the message
- select and use language appropriate across cultures, races, genders, ages, and abilities and avoid common usage problems including the use of jargon, slang, euphemism, and clichés

Textual cues refer to the form or structure and elements of a text. Ideas and information are organized in digital, paper, and live formats.

Fluent readers and writers will:

- create a variety of paper, digital, and live texts in a unified and coherent manner appropriate for subject, purpose, and audience
- recognize and understand the distinctive formats of a range of texts (and features)

Fluent text consumers (reading, listening, viewing) will:

- recognize and comprehend textual features including graphic aids
- recognize and comprehend how verbal cues and non-verbal cues clarify intent of message

Fluent text creators (writing, speaking, representing) will:

- use appropriate verbal and non-verbal cues
- use communication elements such as handwriting, font choice, placement, neatness, underlining, indentations, spacing, focal point, and margins to enhance the clarity and legibility of communication

Appendix E8: Assessing Reading and Viewing

Teachers can use informal assessment to discover students' specific reading strengths and needs, and plan appropriate learning experiences.

Key areas to assess include the student's ability to:

- comprehend printed, oral, visual and media text
- decode text
- fluently and successfully navigate various texts
- respond personally to and critically analyze text

The table below highlights assessment strategies for reading and viewing.

Assessment Strategy	To Assess ...	How to Assess
Observation	<ul style="list-style-type: none"> • commitment • interest and engagement • strategy use 	<ul style="list-style-type: none"> • anecdotal records • checklists • rubrics
Conferences	<ul style="list-style-type: none"> • attitudes and interests • comprehension • oral reading (accuracy, fluency) • strategy use 	<ul style="list-style-type: none"> • anecdotal records • checklists • questioning • retelling
Student Work Samples	<ul style="list-style-type: none"> • comprehension • range and amount of reading • response to text (visual, written, oral, dramatic) • skill development • strategy use 	<ul style="list-style-type: none"> • assignments and projects • audio/video recordings • graphic organizer • learning and reading logs • portfolios • retellings • rubrics
Performance Assessment	<ul style="list-style-type: none"> • comprehension • oral reading (accuracy, fluency) • strategy use 	<ul style="list-style-type: none"> • checklists • oral reading records • performance tasks • rubrics
Quizzes, Tests and Examinations	<ul style="list-style-type: none"> • comprehension • strategy use 	<ul style="list-style-type: none"> • exams • quizzes
Self-Assessment or Peer Assessment	<ul style="list-style-type: none"> • attitude • discussion • group work • interests • reflection on growth over time • strategy use 	<ul style="list-style-type: none"> • checklists • open-ended questions • rubrics • surveys and inventories

Appendix F: Self-Interest Checklists

Appendix F1: Would You Rather ...?

While self-interest inventories are available online for more specific targeting of students' areas of interest, they may also be used to support students as they explore and reflect on their own choices.

The following or similar activities may be useful in helping students determine their own interests.

Place a line of tape down the center of the room. Ask the group to place one foot on either side of the tape. When asked "Would you rather?", they must move to the left or right. If students are reluctant to physically move around the room, they could be given two sheets of paper (e.g., blue for one answer and red for another) to hold up as each question is asked. Teachers may ask students to discuss their reasons for particular choices.

Questions could include, would you rather...

<ul style="list-style-type: none">• go without Internet or TV?• be invisible or be able to read minds?• work as a construction worker or a journalist?• watch a reality show or a movie?• go to a movie or a play?• meet the President of the US or the Prime Minister of Canada?• go on a ski holiday or a holiday at a beach?• live in a city or in a small community?• go hunting or join an animal rights group?• own a lizard or a snake?• watch a movie on TV or at a movie theatre?	<ul style="list-style-type: none">• read a novel or a magazine?• have a drivers license or another type of license?• read a magazine or a newspaper?• hang out with a group or with just a couple of people?• play a sport or a musical instrument?• not hear or not see?• go to a rock concert or a heavy metal concert?• go sky diving or bungee jumping?• have a cell phone or a tablet?• eat turnip or carrots?
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Appendix F2: How Do You Like To Spend Your Time?

How do you like to spend your time? Review the list below and place a check mark next to the activities that you currently enjoy doing. Place an asterisk (*) beside those things that you enjoy but don't have the time and/or opportunity to do right now.

<input type="checkbox"/> being outdoors <input type="checkbox"/> collecting things <input type="checkbox"/> listening to music <input type="checkbox"/> fishing <input type="checkbox"/> hunting <input type="checkbox"/> playing team sports <input type="checkbox"/> playing individual sports <input type="checkbox"/> watching sports <input type="checkbox"/> hanging out with friends <input type="checkbox"/> camping <input type="checkbox"/> watching movies <input type="checkbox"/> watching TV shows <input type="checkbox"/> writing essays <input type="checkbox"/> reading maps <input type="checkbox"/> playing a musical instrument <input type="checkbox"/> using social media <input type="checkbox"/> surfing the Internet <input type="checkbox"/> singing <input type="checkbox"/> following news stories <input type="checkbox"/> planning events <input type="checkbox"/> playing board games <input type="checkbox"/> hanging out with friends <input type="checkbox"/> doing housework <input type="checkbox"/> dancing <input type="checkbox"/> boating <input type="checkbox"/> watching musicals <input type="checkbox"/> watching plays <input type="checkbox"/> gardening	<input type="checkbox"/> learning how things work <input type="checkbox"/> writing poetry or songs <input type="checkbox"/> reading novels <input type="checkbox"/> reading magazines or newspapers <input type="checkbox"/> staying up late <input type="checkbox"/> sleeping in <input type="checkbox"/> getting up early <input type="checkbox"/> weight training <input type="checkbox"/> cardio exercise <input type="checkbox"/> going to the gym <input type="checkbox"/> outside fitness <input type="checkbox"/> church activities <input type="checkbox"/> volunteer activities <input type="checkbox"/> public speaking <input type="checkbox"/> photography <input type="checkbox"/> animal rights <input type="checkbox"/> writing stories <input type="checkbox"/> following weather patterns <input type="checkbox"/> bodybuilding <input type="checkbox"/> programming computers <input type="checkbox"/> drawing or sketching <input type="checkbox"/> painting <input type="checkbox"/> conserving natural resources <input type="checkbox"/> budgeting/financial matters <input type="checkbox"/> designing things <input type="checkbox"/> teaching others <input type="checkbox"/> helping the elderly <input type="checkbox"/> spending time with family	<input type="checkbox"/> selling things <input type="checkbox"/> travelling <input type="checkbox"/> riding ATVs <input type="checkbox"/> working at a part time job <input type="checkbox"/> cooking <input type="checkbox"/> eating out <input type="checkbox"/> shopping <input type="checkbox"/> doing extreme sports <input type="checkbox"/> caring for children <input type="checkbox"/> solving problems <input type="checkbox"/> auto work/repair <input type="checkbox"/> meeting people <input type="checkbox"/> building things <input type="checkbox"/> studying languages <input type="checkbox"/> exploring new places <input type="checkbox"/> attending concerts <input type="checkbox"/> thrill rides and adventures <input type="checkbox"/> studying art <input type="checkbox"/> organizing information <input type="checkbox"/> organizing a physical space <input type="checkbox"/> working with animals <input type="checkbox"/> politics <input type="checkbox"/> texting <input type="checkbox"/> solving puzzles <input type="checkbox"/> science fiction <input type="checkbox"/> healthy lifestyles <input type="checkbox"/> doing electrical work <input type="checkbox"/> working with numbers
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Appendix G: Stages of Inquiry

Inquiry involves many different skills and strategies, grouped within stages. As a result of students' discovery of new information or as new questions arise, these stages can be revisited.

Planning

Planning for inquiry provides the foundation on which a successful project is created. Steps include:

1. Students and teachers decide on a general topic or problem that requires further exploration.
2. The topic or problem is narrowed. Students write a research thesis and develop questions.
3. Students list key words or ideas related to the research questions and subtopics that they will use.
4. Students prepare a list of sources they will use.
5. Methods for recording information and materials are used.

Gathering Information

Students search for meaning and understanding as they access appropriate learning resources. They:

- find and use resources from outside the school
- generate a variety of research terms to locate information
- identify and use appendices and bibliographies as sources
- locate information from multiple primary and secondary sources to ensure accuracy
- locate information using cross references and links

Interacting with Information

Students evaluate information to determine if it will be useful in answering their questions. They:

- extract relevant and record information needed to answer their guiding questions
- make notes using an idea web, matrix sheet, chart and computer database, spreadsheet, etc.
- record bibliographic information, including the names of resource persons and dates of interviews
- skim, scan, view, and listen to critically evaluate whether the content is relevant to the topic

Synthesizing Information

Students need to take information from a variety of sources and synthesize it in a unique and personal way to meet their inquiry question. They use a variety of strategies such as:

- understanding the rules of copyright and plagiarism
- numbering, sequencing, or highlighting notes to organize the information
- presenting their product/presentation in a way that is meaningful for a particular audience
- reviewing information to determine whether they need more facts or further clarification

Assessment and Evaluation

Emphasis is on involving the student in the assessment of the process as well as the product. Students can evaluate their own products/presentations and those of peers by:

- asking questions, making observations, and participating in discussions throughout the process
- creating portfolios as evidence of developing information literacy
- knowing the evaluation scheme prior to beginning
- using teacher-made, student-made or co-constructed evaluation charts or rubrics

Appendix H: Bias

As students become more independent as learners, they will take on the responsibility of choosing accurate and reliable information from bias free sources. Below is a sample checklist for detecting bias in various text forms.

<i>Text:</i>	<i>Yes</i>	<i>Unsure</i>	<i>No</i>
Illustrations <ul style="list-style-type: none"> • Are illustrations free of stereotypes? • Are aboriginal or minority or cultural groups/characters depicted realistically? 			
Lifestyle <ul style="list-style-type: none"> • Are all cultures and settings depicted as being equal? • Do views about where people live remain neutral? 			
Language <ul style="list-style-type: none"> • Does the author stay away from offensive overtones? • Does the author stay away from sexist language that demeans females or males? • Does the author stay away from racist language? 			
Author(s) or Text Creator(s) <ul style="list-style-type: none"> • Does the author use a balance of diverse cultures and heritage? • Do their experiences qualify them to write about this topic? 			
Relationships <ul style="list-style-type: none"> • Are roles portrayed equally? • Are certain cultures or genders shown to be heroes, problem solvers, successful? 			
Information <ul style="list-style-type: none"> • Does information cover a wide range of topics? • Is the information neutral rather than attempting to sway the audience? 			
Overall the text can be considered unbiased.			
<i>Notes</i>			

Appendix I: Literary, Visual, and Media Devices

Appendix I1: Literary Devices

Students will discuss literary and other devices as they relate to particular texts. Some of these include:

- | | | |
|----------------|---|---|
| • allegory | • dominant impression | • personification |
| • alliteration | • epiphany | • point of view (first, second, third limited/omniscient) |
| • allusion | • euphony | • protagonist |
| • anachronism | • extended metaphor | • pun |
| • analogy | • fallacy | • purpose |
| • antagonist | • figurative language | • refrain |
| • apostrophe | • flashback | • rhetorical question |
| • archetype | • foil | • sarcasm |
| • assonance | • foreshadowing | • satire |
| • atmosphere | • hubris | • setting |
| • cacophony | • hyperbole | • speaker |
| • catharsis | • imagery | • simile |
| • cliché | • irony (dramatic, situational, verbal) | • stanza |
| • comparison | • juxtaposition | • stereotype |
| • composition | • metaphor | • suspense |
| • complication | • mood | • symbolism |
| • conflict | • motif | • temporal reference |
| • connotation | • narrator | • theme |
| • consonance | • onomatopoeia | • thematic statement |
| • context | • oxymoron | • thematic topic |
| • contrast | • paradox | • tone |
| • denotation | • paraphrase | • transitions |
| • diction | • parallel structure | |

Appendix I2: Visual and Media Devices

When responding to visual texts, students may become familiar with the following:

Elements	<ul style="list-style-type: none"> • angle • asymmetry • background • balance • colour • composition • contrast 	<ul style="list-style-type: none"> • dominant image • focal point • focus (in or out) • font • foreground • frame • lighting • line 	<ul style="list-style-type: none"> • panel • perspective • proportion • scale • shadow • symbol • symmetry
Form	<ul style="list-style-type: none"> • caricature • collage • editorial cartoon 	<ul style="list-style-type: none"> • comic strip • graphics • photo essay 	<ul style="list-style-type: none"> • poster • print • storyboard

Students may encounter some of the following as they develop an awareness of the role of media in society:

Media Devices	<ul style="list-style-type: none"> • advertisement • agenda • bias • blog • brochure • caption • commercial • deconstruct • demographic • dialogue bubbles • endorsement • format 	<ul style="list-style-type: none"> • headline • hypertext • icon • image • intent • lead • logo • mass media • media • media strategies* • medium • message 	<ul style="list-style-type: none"> • motive • podcast • poster • product • product placement • propaganda • speech balloon • subliminal message • subtext • target audience • webpage • white space
*Media Strategies	<ul style="list-style-type: none"> • bandwagon • cartoon/cute characters • celebrity endorsement 	<ul style="list-style-type: none"> • emotional appeal • facts and figures • gender/sex appeal • name calling • plain folks 	<ul style="list-style-type: none"> • shock appeal • snob appeal • testimonials • humour

Appendix J: Characteristics and Elements of Common Text Forms

Text Form	Sample elements and/or devices which may be associated with common text forms:		
Drama/Plays	<ul style="list-style-type: none"> • act • action • aside • chorus • comic relief 	<ul style="list-style-type: none"> • dialogue/voice • monologue • prologue • scene • screenplay • script 	<ul style="list-style-type: none"> • soliloquy • stage directions • stereotype • tragedy • tragic hero
Short Story/ Narrative	<ul style="list-style-type: none"> • antagonist • anticlimax • atmosphere • character • climax • conflict • denouement • exposition 	<ul style="list-style-type: none"> • falling action • frame story • irony • juxtaposition • message • mood • narrator • plot 	<ul style="list-style-type: none"> • point of view • protagonist • resolution • rising action • setting • subplot • suspense • theme
Poetry (ballad, elegy, epic, free verse, blank verse, lyric, narrative, ode, sonnet, villanelle, etc.)	<ul style="list-style-type: none"> • allegory • alliteration • assonance • blank verse • cacophony • consonance • couplet • enjambment • euphony • feet 	<ul style="list-style-type: none"> • hyperbole • iambic pentameter • imagery • irony • line • metaphor • mood • onomatopoeia • paradox • personification 	<ul style="list-style-type: none"> • point of view • quatrain • repetition • rhyme/rhythm • sestet/tercet • simile • stanza • symbol • tone • verse
Informational	<ul style="list-style-type: none"> • appendix • bold print • bullet • caption • chart/table • colour • cross section • diagram • drawing • figure 	<ul style="list-style-type: none"> • glossary • graph • heading • index • italics • label • map • overlay • photo • preface 	<ul style="list-style-type: none"> • pronunciation guide • sidebar • sketch • speech balloon • subheading • table of contents • text box • timeline • title

Appendix K: Writing and Representing Support

Appendix K1: Sample Writing and Representing Forms

Some writing forms may include:

- | | | |
|----------------------------|-----------------|--------------------|
| • acknowledgement | • form | • placard |
| • advertisement | • glossary | • play |
| • agenda | • greeting card | • poem |
| • anecdote | • guide | • postcard |
| • announcement | • headline | • poster |
| • article | • horoscope | • prayer |
| • autobiography | • infographic | • précis |
| • ballad | • instruction | • proclamation |
| • biography | • inventory | • prospectus |
| • blurb (e.g., for a book) | • invitation | • proverb |
| • broadsheet | • journal | • questionnaire |
| • brochure | • label | • recipe |
| • caption | • legal brief | • record |
| • cartoon | • letter | • reference |
| • catalogue | • list | • regulation |
| • certificate | • log | • report |
| • charter | • lyric | • résumé |
| • confession | • magazine | • review |
| • constitution | • manifesto | • rule |
| • critiques | • manual | • satire |
| • crossword | • memo | • schedule |
| • curriculum vitae | • memoir | • script |
| • definition | • menu | • sermon |
| • dialogue | • minutes | • sketch |
| • diary | • monologue | • slogan |
| • directions | • myth | • soliloquy |
| • directory | • news | • song |
| • edict | • notes | • sonnet |
| • editorial | • notice | • spell |
| • epistolary | • novel | • statement |
| • epitaph | • obituary | • story |
| • essay | • pamphlet | • summary |
| • eulogy | • parable | • syllabus |
| • fable | • paraphrase | • synopsis |
| • flash fiction | • parody | • testimonial |
| • feature article | • pastiche | • travel log |
| • forecast | • petition | • weather forecast |

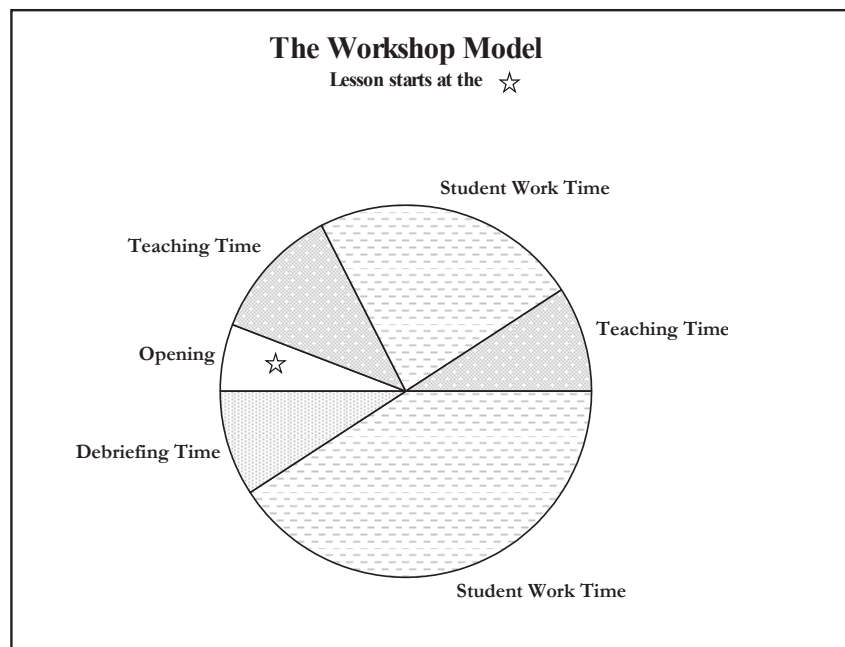
Appendix K2: Modes of Writing

The modes of writing: expressive, poetic, and transactional, will guide students towards the form of writing they wish to use. Expressive writing is largely personal and allows students to explore ideas and opinions. Poetic writing uses the aesthetic qualities of language to evoke meaning. Transactional writing involves using language to inform, advise, persuade, instruct, record, report, explain, and speculate.

Mode	Description	Sample Formats
Expressive	<ul style="list-style-type: none"> • Often colloquial and spontaneous • Used to express personal feelings, describe personal experiences, and articulate personal opinions • Often written in the first person point of view • Audience may be less important than what the student has to say 	<ul style="list-style-type: none"> • Blog • Collage • Journal response • Learning log • Memoir/autobiography • Painting or Photograph • Photo essay • Reflective paragraph • Some friendly or personal letters, emails, or messages • Storyboard • Thank-you note
Transactional	<ul style="list-style-type: none"> • Often planned using recognized processes (e.g., gathering information, creating more than one draft of the text) • Primarily used to record and convey information • Sometimes used to provide directions or instructions • Sometimes used to organize or summarize factual information • Sometimes used to report or explain information • Sometimes uses standard formats (e.g., spacing, headers, font sizes) 	<ul style="list-style-type: none"> • Biography • Brochure • Business letter • Directions, instructions, or map • Documentary or timeline • Feature or news article • Formal paragraph (e.g., paraphrase, summary) • Meeting minutes • Newsletter • Public service announcement or advertisement • Questionnaire or survey • Recipe • Report (e.g., financial, scientific, research) • Resume or CV
Poetic	<ul style="list-style-type: none"> • Often planned using recognized processes (e.g., creating more than one draft of the text) • Primarily used to express creativity • Sometimes presented from an identifiable point of view • Sometimes uses standard formats (e.g., spacing, headers font sizes) 	<ul style="list-style-type: none"> • Graphic story • Movie or Video • Music • Poetry • Script or screenplay • Short story • Song

Appendix K3: Workshop Approach

A workshop model as a framework for instruction is effective in supporting the gradual release of responsibility. The graphic below suggests the proportion of time to be devoted to each activity during class.



Opening comments are used to review previous lessons, set a goal for the class, and activate student's knowledge for the current lesson.

Teaching Time is usually dedicated to teacher-led, whole class instruction, and is often based on teacher assessed student needs. A limited number of concepts or directions may be more effective than lengthy lists. Examples of whole-class instruction include an overview, outline, or review of a topic; demonstration or think-aloud; direct instruction, directions, reteaching, or questioning.

Student Work Time is student-directed. Students practice strategies and concepts focused on during explicit instruction. Student choice is essential, and work time must be of sufficient length to allow for sustained engagement. Student work time often include peer or teacher conferences, small-group instruction, small group collaboration, mini-lessons, ongoing assessment, and feedback.

Debriefing Time is student or teacher led. Students reflect and focus on their learning and set goals for next steps. This may include discussion, questions, feedback, gathering assessment information, celebration of successes, reflection, self-assessment surveys, or exit cards.

Whole-class learning settings can provide a forum for critical thinking and challenge students to explore and extend their knowledge base. Examples of whole-class settings include author share (students read aloud from a text), discussion circles (students lead discussions on a controversial topic), talking sticks (students pass an object to take turns speaking), or text talk (students share opinions about a text).

Small-group settings help students learn to interact effectively and productively as team members. Students are required to assess their own contributions to the group, build on their own ideas and the ideas of others, consider different ways of completing an activity, and identify and solve problems.

Examples of small-group settings where time for reflection should be considered include book clubs, magazine clubs or reading partners; community project groups; inquiry and literature circles, media production groups, and peer writers' conference groups.

Appendix K4: Sample Questions for Revising when Writing

Revising is about making changes to improve the substance of what you have written to make it clearer or more focused. The following questions point out qualities that you should look for in a first draft. When you are ready to revise your writing, read your draft with these questions in mind. Then make any changes that will improve your draft.

Questions about *Titles*

- Does my title catch a reader's interest?
- Does my title focus on the main idea of my writing?
- Does my title give away too much information?

Questions about *Organization*

- Does my piece have a definite beginning, middle, and end?
- Can a reader easily follow my piece from beginning to end?

Questions about *Enough Information*

- Have I told what, where, when, why, how, and with whom this is happening?
- Have I given enough details to help explain my point?
- Have I clearly explained what I mean? Is there any part that might be confusing for a reader?
- Have I described the situation and people well enough so a reader can see them clearly?
- Have I used examples and details that show what I mean instead of just telling?
- What is the most interesting or important part of the piece? Have I given enough detail in this part to make it really stand out?

Questions about *Too Much Information*

- Are there any parts that aren't directly about my topic or story? Can I cross them out?
- Are there any parts that are not needed, and if I leave them out of the writing is it still clear?

Questions about *Endings*

- Does my ending go on and on? Could I have ended earlier?
- What do I want a reader to feel and know at the end? Does my ending do this?
- In non-fiction, does my ending summarize or restate the main idea in an interesting way?

Questions about *Draft Copy*

- Is my draft legible to a reader?
- Do I know my goals for writing before I ask for feedback from someone else?
- Have I prepared questions in advance that I want answered about my draft?
- Am I willing to be open-minded about feedback I receive?
- Am I comfortable clarifying advice that is offered to me and resisting suggestions that I don't feel are helpful?

Appendix K5: The Processes of Writing

Writing engages students and motivates communication, focuses and extends thought, and allows for reflection. It is important to recognize the following:

- a classroom structure allows for flexibility, choice, and risk taking
- a variety of opportunities and tools must be available
- both the process and product should be assessed and evaluated
- modelling, interacting, and conferencing scaffold learning
- the writer moves within the processes of writing rather than following a set of linear steps
- the writing process is individualized, although basic processes are similar from writer to writer

Revising is key to creating effective writing as the student considers the purpose and audience. Students add, remove, or rearrange ideas or revise the tone to better capture what they want to convey. Teacher and peer conferences will provide constructive feedback. Revision is comprised of editing and proofreading.

Editing: Includes checks for accuracy, structure, organization, paragraph length, spelling, capitalization, punctuation, sentence variety, word choice, and verb tense.

Proofreading: Focuses on discovering typographical errors, misspellings, and grammatical errors.

Publishing or the presentation of the final draft to an audience often provides the motive for writing, so students should consider publishing their work in a variety of ways, including:

- creating a poster, or bulletin board, or adding to a school website/newspaper
- distributing copies to classmates or reading aloud
- electronic publishing or entering contests
- recording for others to hear or taking texts home to share with others

Conferencing can take place between a teacher and a student, or between two or more students, and can occur at any stage of a text's development. Some general conference prompts might include:

- Does this conclusion do what you want? What is your favourite part? How can you build on it?
- What could be accomplished through this piece of writing? What would you like to improve in your next piece? What form of writing would you like to work on next?
- What feedback did you give to a peer? What is the best way to publish this writing? Which writing trait is your best strength, in your opinion? What are you reading right now that could be a mentor text?
- Where does your piece really begin? Can information be deleted prior to this start?

Editing conferences help writers polish their texts. Students should be encouraged to use dictionaries, writing style manuals, thesauri, and other style guides. Teachers can model how to:

- conference with readers as they edit another writer's text (so they can learn editing techniques)
- ask questions rather than tell writers what they should or should not do to fix their writing
- look for transitional statements or ideas
- read one sentence at a time to see if the information flows in a logical order
- separate the ideas in a paragraph and check for connections
- use brackets to signal that something might be wrong

Appendix K6: Language Structures and Conventions

The following chart is not an exhaustive list of language structures and conventions students may use or encounter. Those listed below are conventions and structures that students have been introduced to and have used in grades 7-9. The complexity of the concept may increase from grade level to grade level. In English 1202, student readiness should be considered when setting expectations for language structures and conventions.

Grammar
Adjective and adverbs
Complex, simple, and compound sentences
Coordinating conjunctions
Future, present, and past tense
First and third person pronoun
First and third person point of view
Imperative, declarative, exclamatory sentence
Irregular and regular verbs
Nouns and collective nouns
Parallelism/parallel structure
Possessives
Prepositions
Pronouns
Run-on sentence/sentence fragments
Subject-verb agreement
Transitions
Use of consistent tense within a text

Capitalization and Punctuation
Abbreviations
Apostrophes
Brackets and parenthesis
Capital letters
Colons and semi-colons
Commas and periods
Dashes and hyphens
Dialogue conventions
Ellipsis
Exclamation and question marks
Quotation marks

Word Study and Spelling
Abbreviations
Antonyms
Compound words
Contractions
Homographs, homonyms, homophones
Hyphenated words
Plurals
Root-words
Silent letters
Syllables
Synonyms
Vowel combinations
Word origins

Appendix L: Resources

English 1202

Nelson – Components	Student	Teacher
<i>English Connect</i> – Anchor Text (hardcover)	•	•
<i>Homegrown</i> (softcover)	•	•
Digital eBook (Nelson Dashboard at www.mynelson.com)	•	•
Selections for Modelling and Demonstration (online at mynelson.com)		•
Media Studies Resource (online at mynelson.com)		•
Teacher's Resource (binder)		•
Teacher's Digital Resource (Nelson Dashboard at mynelson.com)		•

Classroom texts for student-directed and teacher-supported reading and viewing (*Selecting Young Adult Texts: An Annotated Bibliography for Senior High School, 2015*)

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