

General Outcome 4



Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

Well-organized, clear, and precise language is essential for communicating thoughts, feelings, and ideas. Well-crafted, artistic language conveys the ideas and values of a culture and can be a source of pleasure and delight.

Students are expected to develop knowledge and skilled use of language. Students need instruction, encouragement, and support as they learn to use language in authentic contexts. Learning to use language artistically provides students with a powerful means of personal and social expression. Composing in oral, written, and visual forms requires students to focus on clarity and to use conventions effectively. They apply the conventions of grammar, language usage, spelling, capitalization, and punctuation as they revise and edit to clarify meaning, achieve purposes, and affect audiences.

Students use exploratory language to clarify their ideas, focus their thinking, and strengthen their communication. Oral, print, and other media texts provide models and new perspectives that students use when speaking, writing, and representing. Students locate, gather, and organize data to communicate ideas and information. They learn to present their ideas, and to respond to others in respectful and effective ways. Communicating clearly and artistically enhances collaboration and builds community.

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



4.1 *Generate and Focus*

Generate Ideas

Grade 8

- experiment with several ways to generate ideas and focus a topic

Senior 1

- use a variety of techniques to generate and select ideas for oral, written, and visual texts

Choose Forms

- compose using specific forms [such as biographies, letters to the editor, newspaper articles, audio-visual presentations...] that ensure a match between content, audience, and purpose

- adapt specific forms [such as book and film reviews, editorials, multimedia presentations, newscasts, letters, essays, poetry, myths, prose...] to match content, audience, and purpose

Organize Ideas

- identify and use a variety of organizational patterns [such as rising action, pyramid structure, cause and effect, comparison and contrast, sequence...] in own oral, written, and visual texts; compose effective introductions and conclusions

- identify and use a variety of organizational patterns [such as flashbacks, cause and effect, comparison and contrast, problem and solution...] in own oral, written, and visual texts; use effective transitions

Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.



4.1 *Generate and Focus*

Senior 2

Generate Ideas

- generate and combine ideas from personal experiences and other sources to focus a topic appropriate for audience and purpose

Choose Forms

- experiment with a variety of forms [such as reports, résumés, cover letters, dramatizations, visual representations, short stories...] appropriate for content, audience, and purpose

Organize Ideas

- select organizational structures and techniques to create oral, written, and visual texts; use effective introduction, well-organized body, and effective conclusion to engage and sustain audience interest

Senior 3

- generate, evaluate, and select ideas to develop a topic, express a perspective, engage an audience, and achieve a purpose

- select and use a variety of forms appropriate for content, audience, and purpose

- select and use a variety of organizational structures and techniques and appropriate transitions in oral, written, and visual texts to communicate clearly and effectively

Senior 4

- generate, evaluate, and select ideas to focus and clarify a topic and perspective appropriate for audience, purpose, and context

- adapt and use forms appropriate for audience, purpose, and context

- evaluate the potential impact of various organizational structures, techniques, and transitions in oral, written, and visual texts to achieve specific purposes for particular audiences and to ensure unity and coherence

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4.2 Enhance and Improve

	Grade 8	Senior 1
<i>Appraise Own and Others' Work</i> →	<ul style="list-style-type: none">• share own work in a variety of ways; appraise particular aspects [such as word choice, description, language usage, organization, audience appeal...] of own and others' work and presentations using pre-established criteria	<ul style="list-style-type: none">• share and discuss particular qualities of samples from own collection of work; accept and provide constructive suggestions for revising own and others' work and presentations
<i>Revise Content</i> →	<ul style="list-style-type: none">• revise to enhance meaning and effect according to audience and purpose	<ul style="list-style-type: none">• review previous draft and revise to refine communication and enhance self-expression
<i>Enhance Legibility</i> →	<ul style="list-style-type: none">• format for legibility and emphasis when composing and revising; enhance the coherence and impact of documents using electronic editing functions [such as cut, paste, copy, insert...]	<ul style="list-style-type: none">• format for legibility and use word processing effectively and efficiently when composing and revising; use electronic design elements to combine print and visuals
<i>Enhance Artistry</i> →	<ul style="list-style-type: none">• experiment with figures of speech and compound and complex sentences to clarify and combine ideas; provide effective descriptions	<ul style="list-style-type: none">• experiment with a variety of sentence patterns and figurative language; use supporting details when revising to enhance clarity and artistry
<i>Enhance Presentation</i> →	<ul style="list-style-type: none">• prepare compositions, reports, presentations, and inquiry or research projects using a variety of organizers [such as chapters, table of contents, headings, introduction, conclusion...]	<ul style="list-style-type: none">• prepare compositions, presentations, reports, essays, and inquiry or research projects in a meaningful order and with adequate detail for audience understanding

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4.2 Enhance and Improve

Senior 2

Appraise Own and Others' Work

- appraise drafts of own work and respond to others' drafts with constructive suggestions on content, language use, and form

Revise Content

- analyze and revise drafts to ensure appropriate content, accuracy, clarity, and completeness

Enhance Legibility

- use appropriate text features [such as underlining, indentation, spacing, margins, left and right justification...] to enhance legibility for particular audiences, purposes, and contexts

Enhance Artistry

- use an appropriate variety of sentence patterns, visuals, sounds, and figurative language to create a desired effect

Enhance Presentation

- experiment with strategies and devices [such as diagrams, sound effects, demonstrations...] to enhance the clarity of presentations

Senior 3

- appraise own choices of ideas, language use, and forms relative to purpose and audience, and provide others with constructive appraisals

- analyze and revise drafts to ensure appropriate content and to enhance unity, clarity, and coherence

- use appropriate text features to enhance legibility for particular audiences, purposes, and contexts

- use effective language, visuals, and sounds, and arrange ideas for emphasis and desired effect

- use appropriate strategies and devices to enhance the clarity and appeal of presentations

Senior 4

- appraise and discuss the effectiveness of own and others' choices relative to content, form, style, and presentation

- evaluate and revise drafts to ensure appropriate content and language use and to enhance precision, unity, and coherence

- select text features to enhance legibility and artistry for particular audiences, purposes, and contexts

- use effective language, visuals, and sounds, and arrange and juxtapose ideas for balance, effect, and originality

- use appropriate strategies and devices to enhance the impact of presentations

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4.3 *Attend to Conventions*

	Grade 8	Senior 1
<i>Grammar and Usage</i> →	<ul style="list-style-type: none">• edit for sentence variety, word choice, and tone appropriate to audience and purpose, and to eliminate misplaced modifiers	<ul style="list-style-type: none">• edit for parallel structure, use of transitional devices, and clarity
<i>Spelling</i> →	<ul style="list-style-type: none">• know spelling conventions and apply them to familiar and unfamiliar words; use appropriate resources when editing and proofreading	<ul style="list-style-type: none">• know and apply a repertoire of spelling conventions when editing and proofreading; use a variety of resources when editing and proofreading
<i>Capitalization and Punctuation</i> →	<ul style="list-style-type: none">• know and apply capitalization and punctuation conventions consistently in a variety of sentence structures and written forms when editing and proofreading	<ul style="list-style-type: none">• know and apply capitalization and punctuation conventions in dialogues, quotations, footnotes, endnotes, and references when editing and proofreading

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4.3 Attend to Conventions

Senior 2

Grammar and Usage

- select appropriate words, grammatical structures, and register [such as formal or informal vocabulary, varied sentence patterns, active voice, colloquial or formal language...] to achieve clarity and desired effect

Spelling

- know and apply Canadian spelling conventions for familiar and new vocabulary; monitor for correctness in editing and proofreading using appropriate resources

Capitalization and Punctuation

- know and apply capitalization and punctuation conventions to clarify intended meaning, using appropriate resources as required

Senior 3

- select appropriate words, grammatical structures, and register for audience, purpose, and context

- know and apply Canadian spelling conventions and monitor for correctness using appropriate resources; recognize adapted spellings for particular effects

- know and apply capitalization and punctuation conventions to clarify intended meaning, using appropriate resources as required

Senior 4

- analyze and edit texts for appropriate word choice, grammatical structures, and register to achieve clarity, artistry, and effectiveness

- know and apply Canadian spelling conventions for a broad repertoire of words and monitor for correctness; recognize and use creative spellings for special effects

- know and apply capitalization and punctuation conventions to clarify intended meaning, referring to appropriate style manuals and other resources

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4.4 *Present and Share*

Grade 8

Senior 1

Share Ideas and Information

- plan and facilitate small-group activities and short, whole-class sessions to share information on a topic using a variety of engaging methods [such as mini-lessons, role-plays, visual aids...]

- plan and conduct peer-involved class activities to share individual inquiry or research and understanding on a topic

Effective Oral and Visual Communication

- explain, share, and present orally using appropriate conventions of public speaking in a variety of settings [such as small-group and whole-class presentations...]; use visual aids to enhance the effectiveness of oral presentations

- choose vocabulary, voice production factors, and non-verbal cues to communicate effectively to a variety of audiences; use a variety of media and display techniques to enhance the effectiveness of oral presentations

Attentive Listening and Viewing

- demonstrate critical listening and viewing skills and strategies [such as activating prior knowledge, integrating new information, evaluating the effectiveness of the introduction and conclusion...] and show respect for presenter(s)

- demonstrate critical listening and viewing skills and strategies [such as following the train of thought, noting main points and details, evaluating presentation techniques...] and show respect for presenter(s)

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4.4 Present and Share

Senior 2

Share Ideas and Information

- present ideas and information using a variety of print and other resources and interactive approaches [such as dramatizations, multimedia presentations, photographs and slides, audiotapes...]

Effective Oral and Visual Communication

- use appropriate voice production factors [such as pitch, tone, pauses...] and non-verbal cues [such as gestures, stance, eye contact...] to clarify intent in personal and public communication

Attentive Listening and Viewing

- demonstrate active listening and viewing behaviours [such as observing gender portrayals, inclusion and exclusion, stereotyping, respectful and disrespectful portrayals...] to understand and respond to presentations using a variety of means [such as small-group discussion, personal writing...]

Senior 3

- demonstrate confidence when presenting ideas and information; revise presentations as needed for subsequent occasions

- use appropriate voice and visual production factors to communicate and emphasize intent in personal and public communication

- demonstrate critical listening and viewing behaviours [such as analyzing message, qualifications of presenter, support used, reasoning used...] to understand and respond to presentations in a variety of ways

Senior 4

- demonstrate confidence and flexibility in meeting audience needs when presenting ideas and information; adjust presentation plan and pace according to purpose, topic, and audience feedback

- select and adjust appropriate voice and visual production factors that take into account audience knowledge, attitudes, and response

- demonstrate critical listening and viewing behaviours [such as analyzing cognitive and emotional appeals, identifying faulty reasoning, reflecting, summarizing...] to make inferences about presentations

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