Senior 2
English Language Arts

Manitoba Curriculum
Framework of Outcomes

Renewing Education:
New Directions

Manitoba
Education
and Training
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Manitoba Curriculum Framework of Outcomes

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Introduction

Background

Within the last two decades, English language arts educators have redefined the instruction of English language arts. At all grades, the focus has shifted from reading, writing, and the study of literary texts to an emphasis on acquiring language and literacy skills through listening, speaking, viewing, and representing, as well as reading and writing. In keeping with the literacy demands placed on them, students now learn to read and produce a wide range of texts, including media, transactional, and literary texts.

This transformation of English language arts was prompted by social and technological change and by new research in learning. It parallels a general shift in education to learner-centred classrooms, with instruction built around learning outcomes rather than goals and objectives. Across Canada and in much of the Western world, similar changes have resulted in initiatives to create new curricula in many subject areas.

Collaboration in Education

The Western Canadian Protocol for Collaboration in Basic Education (WCP) was established with the aim of developing curricula and resources with a western Canadian perspective. Under the WCP, educators from Manitoba, Saskatchewan, Alberta, British Columbia, Yukon Territory, and the Northwest Territories collaborate to identify learning outcomes for Kindergarten to Grade 12 (Senior 4) in mathematics, science, social studies, and language arts. As learning outcomes are completed through the WCP process, they are released simultaneously to all participating jurisdictions in a Common Curriculum Framework. The learning outcomes are used in jurisdictional curriculum development throughout western Canada, ensuring consistency for students who move from one province or territory to another.

Curriculum Development in Manitoba

The Common Curriculum Framework documents developed in collaboration with the western Canadian provinces and territories form the basis of further curriculum development in Manitoba. The following chart describes the curriculum documents that result from the curriculum development process outlined in *A Foundation for Excellence* (1995).

Types of Curriculum Documents

Common Curriculum Framework

The Common Curriculum Framework documents state student learning outcomes for Kindergarten to Grade 12 (Senior 4) in specific subject areas. They form the basis of three other types of documents:

- **Manitoba Curriculum Framework of Outcomes and Standards**
  These documents incorporate the student learning outcomes identified in the Common Curriculum Framework documents for specific subject areas. These learning outcomes are mandated for all Manitoba schools (*The Action Plan*, 1995).
  Standards of performance for Grade 3, Grade 6, Senior 1, and Senior 4 are included where applicable.
- **Foundation for Implementation**
  These documents state the prescribed student learning outcomes and assist teachers in implementing the learning outcomes by providing suggestions for instruction and assessment and suggesting learning resources.
- **Teacher Support**
  These documents provide specific support in various areas.

English Language Arts Curriculum Framework

The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12 (Grades 10–12 Draft), developed in collaboration with the western Canadian provinces and territories, was released in 1996. It is the foundation for Manitoba's English language arts curriculum framework of outcomes and standards documents for Kindergarten to Senior 1 (1996). *Senior 2 English Language Arts: Manitoba Curriculum Framework of Outcomes* (1998) extends this development. This Senior 2 document (hereafter referred to as the ELA Framework) is based on *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12* (1998). The course designation for Senior 2 English Language Arts is 20F.

Purposes of the ELA Framework

The ELA Framework identifies general and specific English language arts learning outcomes for students in Manitoba:

- *General outcomes* describe the knowledge, skills, and attitudes that students are expected to demonstrate from Kindergarten to Senior 4.
- *Specific outcomes* identify the component knowledge, skills, and attitudes that contribute to the general outcomes and that students are expected to demonstrate by the end of a grade.

The general and specific outcomes assist educators as they

- set goals for learning
- plan learning experiences that support the achievement of student learning outcomes
- monitor the progress of individual students
- communicate with parents and guardians about student progress
- develop a literacy plan for the school
- select learning resources
- establish assessment practices
- establish staff development plans

In the English language arts curriculum, as in all new curricula developed for Manitoba schools, the student learning outcomes integrate the four foundational skill areas identified in *A Foundation for Excellence* (1995): literacy and communication, problem solving, human relations, and technology.

Contents of the Senior 2 ELA Framework

This document contains the following sections:

- *Introduction:* A brief discussion of the purposes of the ELA Framework document and the process by which it was developed.
- *Language and Language Learning:* A discussion of the aims and principles of English language arts instruction, and of the theory and research on which language instruction is based.
- *Student Learning Outcomes:* A profile of the knowledge, skills, and attitudes that students are expected to demonstrate by the end of Senior 2, organized as five general learning outcomes. The general learning outcomes are further elaborated through specific outcomes. To provide context, the student learning outcomes for Grade 8 and Senior 1, 3, and 4 are also provided.
- *References:* A list of print resources used in developing the ELA Framework.

Language and Language Learning

The Nature and Importance of Language

Learning is a complex process of discovery, collaboration, and inquiry facilitated by language. Composed of interrelated and rule-governed symbol systems, language is a social and uniquely human means of representing, exploring, and communicating meaning. As well as being a defining feature of culture, language is an unmistakable mark of personal identity, and is essential for forming interpersonal relationships, understanding social situations, extending experience, reflecting on thought and action, and contributing to a democratic society. Language is the primary basis of all communication and the primary instrument of thought.

Language Acquisition and Development

Language learning is an active process that begins at birth and continues throughout life. Students learn language as they use it to communicate their thoughts, feelings, and experiences, establish relationships with family members and friends, and strive to make sense and order of their world. They may come to school speaking more than one language, or learn another language in school. It is important to respect and build upon each student's first language. Experience in one language will benefit the learning of other languages.

In their early years, children develop language informally. Long before they understand explicit language rules and conventions, they reproduce and use language to construct and convey new meaning in unique ways. Later, language learning occurs in specific contexts for specific purposes, such as learning about a particular topic, participating in the community, and pursuing work and leisure activities.

Language development is continuous and recursive. Students enhance their language learning by using what they know in new and more complex contexts and with increasing sophistication. They reflect upon and use prior knowledge to extend and enhance their language and understanding. By learning and incorporating new language structures into their repertoire and using them in a variety of contexts, students develop language fluency and proficiency. Positive learning experiences in language-rich environments enable students to leave school with a desire to continue to extend their knowledge, skills and strategies, and interests.

Language Learning: A Shared Responsibility

All students can be successful learners. Responsibility for language learning is shared by students, parents, teachers, and the community. Students require ongoing opportunities to use language in its many forms. Opportunities to learn language occur first at home and are extended as children move into the larger community. Schools provide environments where students continue to develop language knowledge, skills, and strategies to achieve personal, social, and academic goals.

Language development is the responsibility of all teachers. For example, subject area teachers teach the specialized language and forms of each subject. Language arts teachers, however, have a special role because of their focus on language, its forms and functions. They help students develop and apply strategies for comprehending, composing, and responding in a variety of situations.

Thinking and Learning Through Language

Thinking, learning, and language are interrelated. From Kindergarten to Senior 4, students use language to make sense of and bring order to their world. They use language to examine new experiences and knowledge in relation to their prior knowledge, experiences, and beliefs. They make connections, anticipate possibilities, reflect upon ideas, and determine courses of action. Students' language development is integral to their success in every area in school.

Language enables students to play an active role in various communities of learners within and beyond the classroom. As students speak, write, and represent, they also listen to, read, and view the ideas and experiences of others. Critical and creative thinking and learning through language occur when students reflect, speculate, create, analyze, and synthesize.

In addition, language enables students to develop metacognition; that is, it enables them to reflect upon and control their own thinking and learning processes. Language helps students develop an awareness of the skills and strategies they need to complete learning tasks successfully and to communicate about themselves as learners.

Recent Developments in Understanding Language Learning

The ELA Framework reflects an expanded understanding, based on recent research, of how students develop language and literacy skills. The ELA Framework

- incorporates viewing and representing as language arts, in addition to listening, speaking, reading, and writing
- reflects and stresses the integrated nature of the six language arts
- acknowledges the important and unique nature of early literacy, a concept recognizing that children begin to develop literacy long before they enter school and that their experiences continue to influence language learning
- recognizes that each learner constructs knowledge actively based on his or her own prior knowledge and experiences
- encourages interactive processes that facilitate the social construction of knowledge
- acknowledges the importance of students' affective (emotional) response in learning situations, and focuses on fostering engagement and connecting learning to students' experiences and interests
- encourages strategic thinking and promotes the development, for each student, of a repertoire of strategies for use in problem solving and literacy tasks
- encourages risk taking and independence as steps in the language learning process, and promotes the gradual release of responsibility for learning from teacher to student
- promotes the importance of inquiry and critical thinking in the development of reflective learners
- emphasizes that metacognition (awareness of one's own thinking and learning) enables learners to plan, monitor progress, and evaluate personal learning
- promotes active, resource-based learning that draws on a broad range of human, technological, and other resources from within and beyond the school
- emphasizes the impact of technological advances on language teaching and learning
- recognizes the impact of media on students in extending learning within and beyond the traditional boundaries of school

The English Language Arts

The study of English language arts enables each student to understand and appreciate language, and to use it competently and confidently in a variety of situations for communication, personal satisfaction, and learning. Students become competent and confident users of all six language arts through many opportunities to listen, speak, read, write, view, and represent in a variety of combinations and through a wide range of relevant texts.

Instruction in all six language arts equips students for effective participation in a technological society in which information, communication, and entertainment are increasingly conveyed in language forms other than print. In the ELA Framework, the terms "text" and "reading" are used inclusively:

- *Text* refers to all language forms that can be discussed, studied, and analyzed. This includes: print texts such as fiction and non-fiction books, essays, and news reports; oral texts such as storytelling, dialogues, speeches, and conversations; and visual texts such as pictures, diagrams, tableaux, mime, and non-verbal communication.
- *Reading* refers to constructing meaning from texts of any kind.

Texts are affected and influenced by how they are transmitted, whether by computer, television, radio, or book. Media texts and electronic texts such as videos, films, cartoons, and electronically distributed magazines frequently include oral, written, and visual components simultaneously. The language arts are clearly interrelated and interdependent: students need knowledge, skills, and strategies in all six language arts to compose, comprehend, and respond to texts.

The student learning outcomes presented in the ELA Framework integrate the six language arts. In selecting learning resources and in planning instruction and assessment, teachers strive to achieve variety and balance in the use of the six language arts.

Listening and Speaking

Oral language is the foundation of literacy. Through listening and speaking, people communicate thoughts, feelings, experiences, information, and opinions, and learn to understand themselves and others. Oral language carries a community's stories, values, beliefs, and traditions.

Listening and speaking enable students to explore ideas and concepts as well as to understand and organize their experiences and knowledge. They use oral language to learn, solve problems, and reach goals. To become discerning, lifelong learners, students at all grades need to develop fluency and confidence in their oral language abilities. They benefit from many opportunities to listen and speak both informally and formally for a variety of purposes.

Reading and Writing

Reading and writing are powerful means of communicating and learning. They enable students to extend their knowledge and use of language, increase their understanding of themselves and others, and experience enjoyment and personal satisfaction.

Reading provides students with a means of accessing the ideas, views, and experiences of others. By using effective reading skills and strategies, students construct meaning and develop thoughtful and critical interpretations of a variety of texts such as both short and book-length fiction and non-fiction. Writing enables students to explore, shape, and clarify their thoughts, and to communicate them to others. By using effective writing strategies, students discover and refine ideas and compose and revise with increasing confidence and skill.

Viewing and Representing

Viewing and representing are integral parts of contemporary life. They allow students to understand the ways in which images and language may be used to convey ideas, values, and beliefs.

Viewing is an active process of attending to and comprehending visual media such as television, advertising images, films, diagrams, symbols, photographs, videos, drama, drawings, sculpture, and paintings. Viewing enables students to acquire information and to appreciate the ideas and experiences of others. Many of the comprehension processes involved in reading (such as previewing, predicting, and making inferences) are also used in viewing.

Representing enables students to communicate information and ideas through a variety of media, video presentations, posters, diagrams, charts, symbols, visual art, drama, mime, and models.

English Language Arts

Senior 2

Student Learning Outcomes

Student Learning Outcomes

The Nature of the Student Learning Outcomes

The general and specific learning outcomes presented in this section are concise statements of the learning that students are expected to demonstrate by the end of Senior 2. This learning includes:

- *Knowledge:* Students need to know facts, concepts, principles, and generalizations. The knowledge taught in language arts includes the vocabulary of the language arts discipline, literary devices, and the conventions of various forms and genres.
- *Skills and strategies:* Students need to know and apply processes and strategies in developing skills. This procedural knowledge includes knowledge and skilled use of the six language arts, as well as related processes, including processes of inquiry, interaction, revising and editing, reflection, and metacognition.
- *Attitudes:* This aspect of learning relates to how students are disposed to act. Attitudes and habits of mind fostered by language arts learning include thinking strategically in approaching a task, considering others' ideas, appreciating the artistry of language, reflecting on one's own performance, and setting goals.

General Learning Outcomes

Five general student learning outcomes serve as the foundation for the ELA Framework. General learning outcomes are broad statements describing student learning. The general outcomes are interrelated and interdependent. Each outcome is to be achieved through a variety of listening, speaking, reading, writing, viewing, and representing experiences.

The general learning outcomes and the icons used to represent them in the ELA Framework documents from Kindergarten through the Senior Years are as follows:

General Outcome 1: Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

General Outcome 2: Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.

General Outcome 3: Students will listen, speak, read, write, view, and represent to manage ideas and information.

General Outcome 4: Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

General Outcome 5: Students will listen, speak, read, write, view, and represent to celebrate and build community.

Specific Learning Outcomes

Each general learning outcome is elaborated through a sequence of specific learning outcomes, categorized under headings. The specific outcomes are relevant for all students in a variety of learning environments and are cumulative across the grades. Students are expected to demonstrate the specific learning outcomes for their current grade while building on and maintaining the outcomes for previous grades. For this reason, the specific learning outcomes for Grade 8 and Senior 1 are

provided in this document along with the Senior 2 learning outcomes. To assist teachers in preparing students for subsequent Senior Years courses, this document also presents the Senior 3 and 4 learning outcomes developed through the WCP process.* Manitoba's Senior 3 and 4 learning outcomes will be finalized as English language arts curricula are developed for these grades.

Many specific learning outcomes provide examples, enclosed within brackets:

- Bracketed examples prefaced by *such as* indicate the range and variety of examples that educators need to consider in planning.
- Bracketed terms prefaced by *including* indicate mandatory aspects of the curriculum.

Integrating the Learning Outcomes and the Language Arts

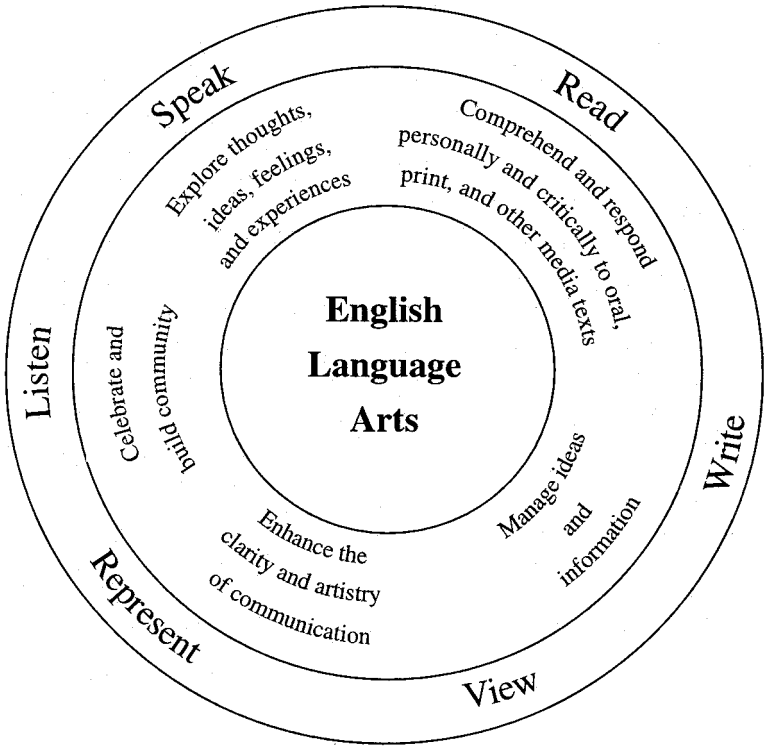
Individual learning outcomes are rarely used in isolation. Rather, effective language arts classrooms frequently address several learning outcomes simultaneously. Many of the outcomes are intended to be addressed at different times through one or a combination of the six language arts.

In the course of planning, teachers typically draw from several specific learning outcomes, both within a general outcome and across all five general outcomes, and organize these outcomes into logical sequences for instructional activities. Many aspects of language arts instruction are recursive and are revisited repeatedly, using a range of teaching, learning, and assessing strategies, as well as a variety of learning resources.

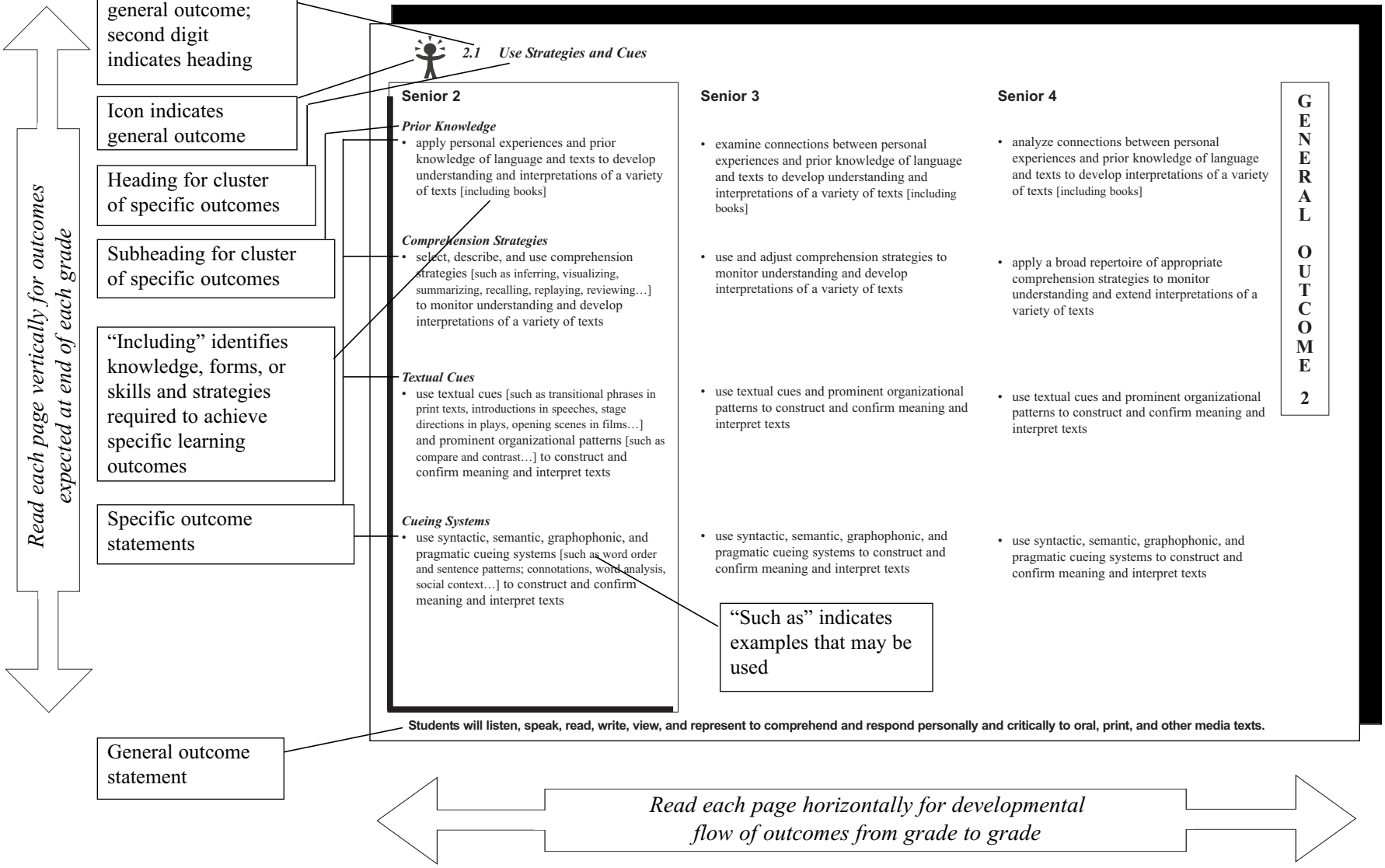
* The Grade 8 and Senior 1 student learning outcomes are identified in *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12 (Grades 10–12 Draft)* (1996), and the Senior 2, 3, and 4 learning outcomes are identified in *The Common Curriculum Framework for English Language Arts, Kindergarten to Grade 12* (1998). The order of presentation for all grades reflects the 1998 edition.

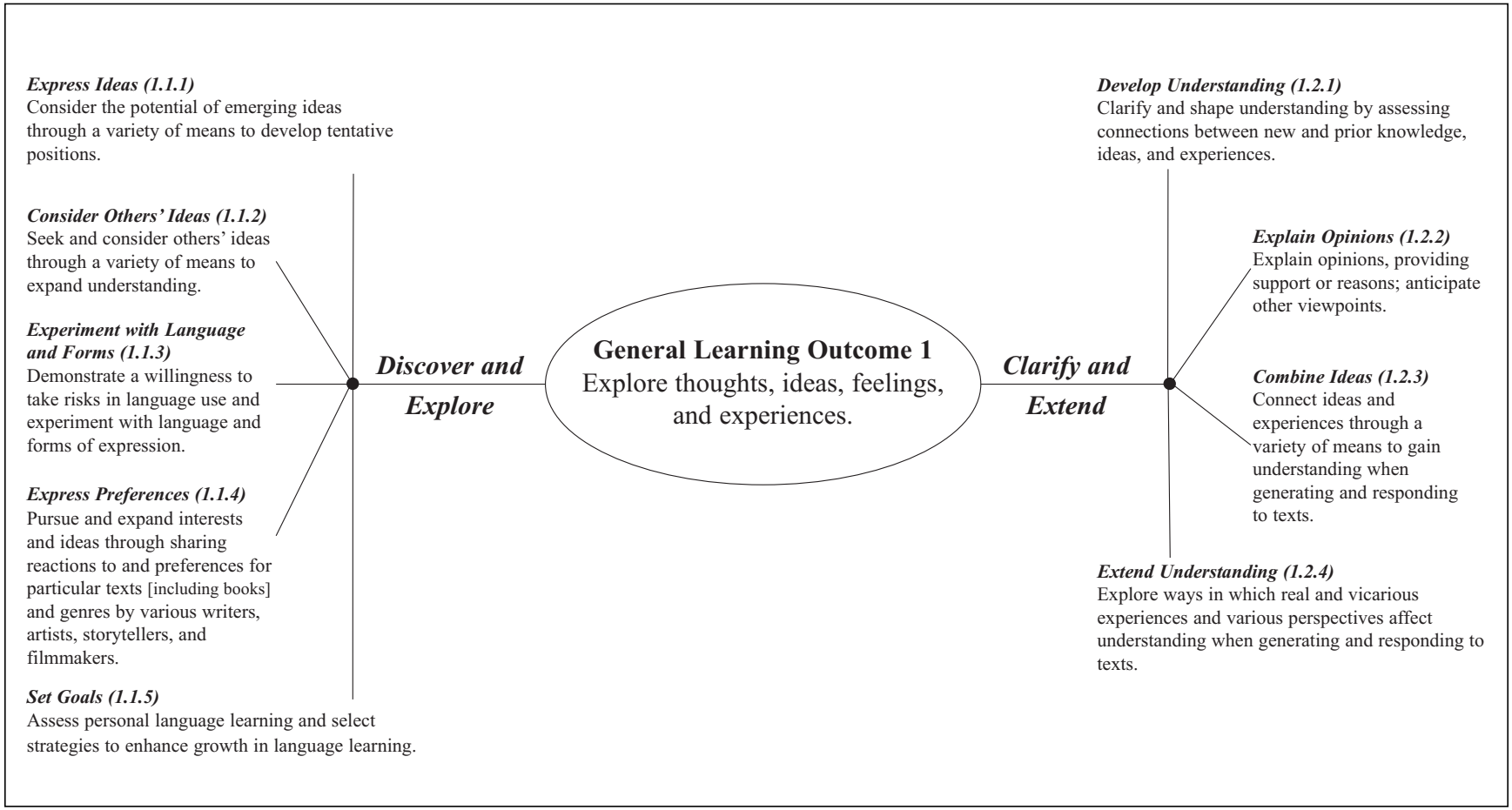
An Organizational Framework

The study of English language arts enables each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction, and learning.



Guide to Reading the Learning Outcomes




Express Ideas (1.1.1)
Consider the potential of emerging ideas through a variety of means to develop tentative positions.
Consider Others' Ideas (1.1.2)
Seek and consider others' ideas through a variety of means to expand understanding.
Experiment with Language and Forms (1.1.3)
Demonstrate a willingness to take risks in language use and experiment with language and forms of expression.
Express Preferences (1.1.4)
Pursue and expand interests and ideas through sharing reactions to and preferences for particular texts [including books] and genres by various writers, artists, storytellers, and filmmakers.
Set Goals (1.1.5)
Assess personal language learning and select strategies to enhance growth in language learning.
Discover and Explore
General Learning Outcome 1
Explore thoughts, ideas, feelings, and experiences.
Clarify and Extend
Develop Understanding (1.2.1)
Clarify and shape understanding by assessing connections between new and prior knowledge, ideas, and experiences.
Explain Opinions (1.2.2)
Explain opinions, providing support or reasons; anticipate other viewpoints.
Combine Ideas (1.2.3)
Connect ideas and experiences through a variety of means to gain understanding when generating and responding to texts.
Extend Understanding (1.2.4)
Explore ways in which real and vicarious experiences and various perspectives affect understanding when generating and responding to texts.

General Outcome 1

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

Using language to explore thoughts, feelings, and experiences is an important human activity. Exploratory language, which is largely spontaneous, enables students to discover and understand what they think, what they feel, and who they are. Describing and questioning personal observations, experiences, and feelings extend self-understanding and knowledge. In addition, exploratory language helps students establish and maintain relationships. Exploratory language facilitates taking risks, engaging in dialogue, and exploring alternatives and possibilities. Its use creates an atmosphere for productive and purposeful exchanges of ideas. Ultimately, exploratory language leads to better solutions and decisions in the home, workplace, and community.

Exploratory language provides opportunities for students to develop intellectually and socially. Students make observations, ask questions, hypothesize, make predictions, and form opinions through talk, discussion, and active listening. Students also clarify their thinking through writing. When students see their ideas, thoughts, feelings, and experiences in writing, they can reconsider, revise, and elaborate on them in thoughtful ways. Reading and viewing enable students to gather and verify information, identify areas for further inquiry or research, and develop support for opinions. Ideas and their interrelationships may be explored through representations such as diagrams, concept webs, charts, and other visual media.

As students progress through the grades, they develop facility in using exploratory language to achieve the other English language arts learning outcomes. For example, exploratory talk and writing enhance students' comprehension by accessing their prior knowledge and experiences before listening, reading, and viewing, and subsequently help them understand and manage ideas and information. Students use exploratory language when analyzing, evaluating, and responding to texts, and when deciding how to use language more effectively. They use conversation to collaborate and to develop a classroom community. Exploratory language is used throughout all five of the general outcomes.

1.1 Discover and Explore

	Grade 8	Senior 1
Express Ideas	• explore diverse ideas to develop predictions, opinions, conclusions, and understanding	• question and reflect on personal responses, predictions, and interpretations; apply personal viewpoints to diverse situations or circumstances
Consider Others' Ideas	• integrate new understanding with previous viewpoints and interpretations	• acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and viewpoints
Experiment with Language and Forms	• experiment with memorable language to convey personal perceptions, feelings, experiences, thoughts, and ideas in various forms	• use memorable language effectively and experiment with different personas for dynamic self-expression
Express Preferences	• pursue personal interest in specific genres by particular writers, artists, storytellers, and filmmakers	• discuss with peers preferences for texts [including books] and genres by particular writers, artists, storytellers, and filmmakers
Set Goals	• self-monitor growth in language learning and use, using predetermined criteria	• reflect on attainment of personal goals for effective language learning and use

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

1.1 Discover and Explore

GENERAL OUTCOME 1

Senior 2	Senior 3	Senior 4
Express Ideas		
• consider the potential of emerging ideas through a variety of means [such as talking, mapping, writing journals, rehearsing, drafting, role-playing, brainstorming, sketching…] to develop tentative positions	• connect ideas, observations, opinions, and emotions through a variety of means to develop a train of thought and test tentative positions	• weigh and assess the validity of a range of ideas, observations, opinions, and emotions to reconsider and/or affirm positions
Consider Others' Ideas		
• seek and consider others' ideas through a variety of means [such as interviews, Internet discussion groups, dialogue…] to expand understanding	• seek others' responses through a variety of means [such as consulting elders, e-mail correspondence, surveys…] to clarify and rework ideas and positions	• invite diverse and challenging ideas and opinions through a variety of means [such as listening actively, reserving judgement, asking clarifying questions…] to facilitate the re-examination of own ideas and positions
Experiment with Language and Forms		
• demonstrate a willingness to take risks in language use and experiment with language and forms of expression [such as word choice, dramatic presentations, media interviews…]	• experiment with language and forms of expression to achieve particular effects	• vary language uses and forms of expression to discover how they influence ideas and enhance the power of communication
Express Preferences		
• pursue and expand interests and ideas through sharing reactions to and preferences for particular texts [including books] and genres by various writers, artists, storytellers, and filmmakers	• explore a range of texts [including books] and genres and discuss how they affect personal interests, ideas, and attitudes	• explore how personal experiences influence the selection of particular texts [including books] and how texts influence perspectives
Set Goals		
• assess personal language learning and select strategies to enhance growth in language learning	• establish goals and plans for personal language learning based on self-assessment of achievements, needs, and interests	• reflect on personal growth and successes in language learning and consider the role and importance of language learning when developing personal goals and plans

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

1.2 Clarify and Extend

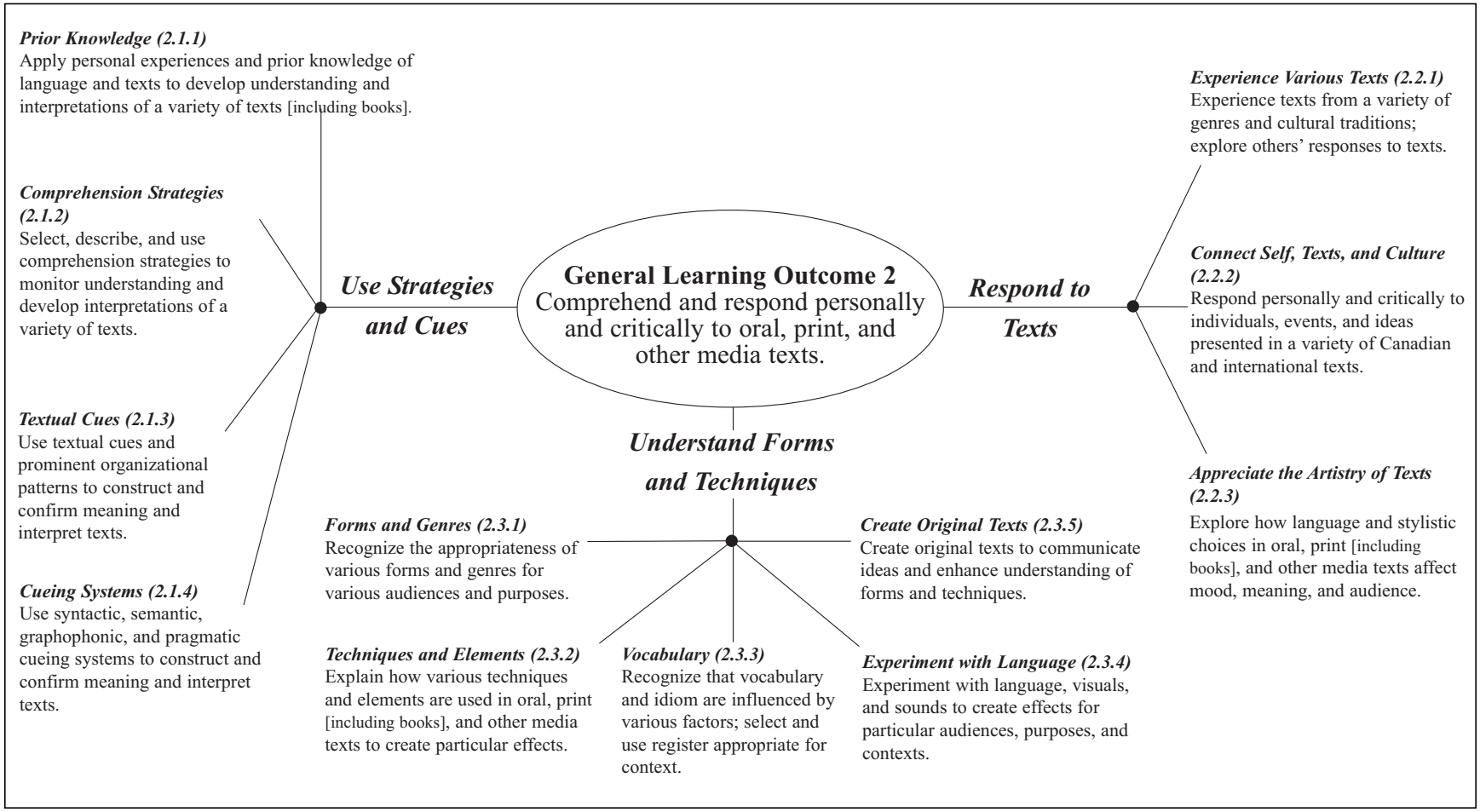
	Grade 8	Senior 1
Develop Understanding →	• discuss the importance of reflecting on prior experiences and knowledge to revise conclusions and understanding	• reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge
Explain Opinions →	• articulate, represent, and explain personal viewpoints clearly	• review and refine personal viewpoints through reflection, feedback, and self-assessment
Combine Ideas →	• structure and restructure ideas and information in personally meaningful ways to clarify and extend understanding	• structure and restructure ideas and information to extend current understanding and to broaden personal perspectives of the world
Extend Understanding →	• reconsider initial understanding in light of new information, and ask clarifying questions; listen to diverse opinions and recognize ambiguity	• consider diverse opinions, explore ambiguities, and assess whether new information clarifies understanding

1.2 Clarify and Extend

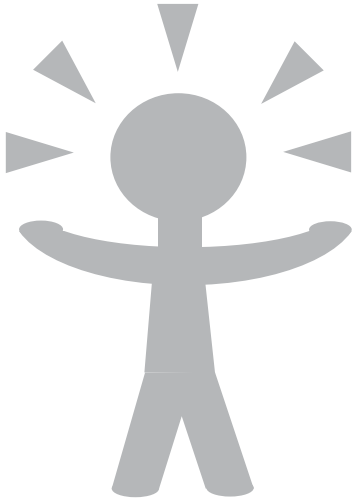
Senior 2	Senior 3	Senior 4
Develop Understanding		
• clarify and shape understanding by assessing connections between new and prior knowledge, ideas, and experiences	• examine and adjust initial understanding according to new knowledge, ideas, experiences, and responses from others	• explain how new knowledge, ideas, experiences, and perspectives reshape knowledge, ideas, and beliefs
Explain Opinions		
• explain opinions, providing support or reasons; anticipate other viewpoints	• explore various viewpoints and consider the consequences of particular positions when generating and responding to texts	• explore the strengths and limitations of various viewpoints on an issue or topic and identify aspects for further consideration; evaluate implications of particular perspectives when generating and responding to texts
Combine Ideas		
• connect ideas and experiences through a variety of means to gain understanding when generating and responding to texts	• combine ideas and information through a variety of means to clarify understanding when generating and responding to texts	• consider ways in which interrelationships of ideas provide insight when generating and responding to texts
Extend Understanding		
• explore ways in which real and vicarious experiences and various perspectives affect understanding when generating and responding to texts	• extend understanding by exploring and acknowledging multiple perspectives and ambiguities when generating and responding to texts	• extend breadth and depth of understanding by considering various experiences, perspectives, and sources of knowledge when generating and responding to texts

GENERAL OUTCOME 1

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


General Learning Outcome 2
Comprehend and respond personally and critically to oral, print, and other media texts.
Use Strategies and Cues
Prior Knowledge (2.1.1)
Apply personal experiences and prior knowledge of language and texts to develop understanding and interpretations of a variety of texts [including books].
Comprehension Strategies (2.1.2)
Select, describe, and use comprehension strategies to monitor understanding and develop interpretations of a variety of texts.
Textual Cues (2.1.3)
Use textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts.
Cueing Systems (2.1.4)
Use syntactic, semantic, graphophonic, and pragmatic cueing systems to construct and confirm meaning and interpret texts.
Respond to Texts
Experience Various Texts (2.2.1)
Experience texts from a variety of genres and cultural traditions; explore others' responses to texts.
Connect Self, Texts, and Culture (2.2.2)
Respond personally and critically to individuals, events, and ideas presented in a variety of Canadian and international texts.
Appreciate the Artistry of Texts (2.2.3)
Explore how language and stylistic choices in oral, print [including books], and other media texts affect mood, meaning, and audience.
Understand Forms and Techniques
Forms and Genres (2.3.1)
Recognize the appropriateness of various forms and genres for various audiences and purposes.
Techniques and Elements (2.3.2)
Explain how various techniques and elements are used in oral, print [including books], and other media texts to create particular effects.
Vocabulary (2.3.3)
Recognize that vocabulary and idiom are influenced by various factors; select and use register appropriate for context.
Create Original Texts (2.3.5)
Create original texts to communicate ideas and enhance understanding of forms and techniques.
Experiment with Language (2.3.4)
Experiment with language, visuals, and sounds to create effects for particular audiences, purposes, and contexts.

General Outcome 2



Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.

Reading is an active process of constructing meaning from oral, written, and visual texts. Students are surrounded by a wide variety of texts (including books). It is essential that they learn to read these texts skillfully, sensitively, and critically, in order to attain their potential as individuals, and to participate fully in a democratic society.

Through oral, print, and other media texts, students experience a variety of situations, people, and cultures, and learn about themselves. They respond personally and critically to the many voices of their own and other cultures—contemporary and traditional. The study of literature is a major component of the ELA Framework and provides opportunities for students to learn to appreciate the clarity and artistry of texts (including books) as they respond both personally and critically.

Students learn to use a variety of strategies and cueing systems before, during, and after interacting with oral, print, and other media texts. They preview, ask questions, and set purposes. While interacting with texts, they attend to the ideas presented, make and confirm predictions and inferences, and monitor their understanding. They respond by reflecting, analyzing, synthesizing, evaluating, and creating.

Students enhance their comprehension of and response to texts through learning experiences in all the general outcomes. Exploratory language strengthens students' understanding and appreciation of texts. Through their experiences with a variety of texts, students learn ways of organizing and formatting their own work. They also develop strategies for managing and processing information. By experiencing a variety of texts, students learn to appreciate the clarity and artistry of language. Through shared experiences with texts, they build and strengthen communities of learners.

2.1 Use Strategies and Cues

	Grade 8	Senior 1
Prior Knowledge	• make connections between previous experiences, prior knowledge, and a variety of texts, and apply them to new contexts	• analyze and explain connections between previous experiences, prior knowledge, and a variety of texts [including books]
Comprehension Strategies	• use a variety of comprehension strategies [including adjusting reading rate, summarizing main ideas, SQ3R, structured overviews, and checking with peers] to make sense of familiar and unfamiliar texts and remember ideas	• use comprehension strategies [including recognizing main ideas and significant supporting details, and paraphrasing ideas] appropriate to the type of text and purpose; enhance understanding by rereading and discussing relevant passages
Textual Cues	• use textual cues [such as the structures and elements of specific genres...] to construct and confirm meaning and interpret texts	• use textual cues [such as common literary, expository, and media text structures...] and prominent organizational patterns [such as chronology, cause and effect, comparison and contrast, problem and solution...] within texts to construct and confirm meaning and interpret texts
Cueing Systems	• use syntactic, semantic, and graphophonic cueing systems [including word order; sentence structure; context clues; structural analysis to identify foreign roots, prefixes, and suffixes] to construct and confirm meaning and interpret texts [including meaning of specialized and technical vocabulary]	• use syntactic, semantic, and graphophonic cueing systems [including context clues; structural analysis to identify foreign roots, prefixes, and suffixes] to construct and confirm meaning and interpret texts [including meaning of specialized and technical vocabulary]

2.1 Use Strategies and Cues

Senior 2

Prior Knowledge

- apply personal experiences and prior knowledge of language and texts to develop understanding and interpretations of a variety of texts [including books]

Comprehension Strategies

- select, describe, and use comprehension strategies [such as inferring, visualizing, summarizing, recalling, replaying, reviewing…] to monitor understanding and develop interpretations of a variety of texts

Textual Cues

- use textual cues [such as transitional phrases in print texts, introductions in speeches, stage directions in plays, opening scenes in films…] and prominent organizational patterns [such as compare and contrast…] to construct and confirm meaning and interpret texts

Cueing Systems

- use syntactic, semantic, graphophonic, and pragmatic cueing systems [such as word order and sentence patterns; connotations, word analysis, social context…] to construct and confirm meaning and interpret texts

Senior 3

- examine connections between personal experiences and prior knowledge of language and texts to develop understanding and interpretations of a variety of texts [including books]
- use and adjust comprehension strategies to monitor understanding and develop interpretations of a variety of texts
- use textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts
- use syntactic, semantic, graphophonic, and pragmatic cueing systems to construct and confirm meaning and interpret texts

Senior 4

- analyze connections between personal experiences and prior knowledge of language and texts to develop interpretations of a variety of texts [including books]
- apply a broad repertoire of appropriate comprehension strategies to monitor understanding and extend interpretations of a variety of texts
- use textual cues and prominent organizational patterns to construct and confirm meaning and interpret texts
- use syntactic, semantic, graphophonic, and pragmatic cueing systems to construct and confirm meaning and interpret texts

GENERAL OUTCOME 2

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.

2.2 Respond to Texts

	Grade 8	Senior 1
Experience Various Texts	• experience texts from a variety of forms and genres [such as magazine articles, diaries, drama, advertisements…] and cultural traditions; compare own interpretations to those of others	• experience texts from a variety of forms and genres [such as essays, broadcast advertisements, romantic literature…] and cultural traditions; explain various interpretations of the same text
Connect Self, Texts, and Culture	• discuss how similar ideas, people, experiences, and traditions are conveyed in various oral, literary, and media texts [including texts about Canada or by Canadian writers]	• examine how personal experiences, community traditions, and Canadian perspectives are presented in oral, literary, and media texts
Appreciate the Artistry of Texts	• identify and describe techniques used to create mood in oral, literary, and media texts	• discuss how word choice and supporting details in oral, literary, and media texts [including drama and oral presentations] affect purpose and audience

2.2 Respond to Texts

Senior 2

Experience Various Texts

- experience texts from a variety of genres and cultural traditions [such as talking circles, legends, human interest stories, situation comedies…]; explore others' responses to texts

Connect Self, Texts, and Culture

- respond personally and critically to individuals, events, and ideas presented in a variety of Canadian and international texts

Appreciate the Artistry of Texts

- explore how language and stylistic choices in oral, print [including books], and other media texts affect mood, meaning, and audience

Senior 3

- experience texts from a variety of genres and cultural traditions; compare various interpretations of texts
- respond personally and critically to ideas and values presented in a variety of Canadian and international texts
- examine how language and stylistic choices in oral, print [including books], and other media texts accomplish a variety of purposes

Senior 4

- experience texts from a variety of genres and cultural traditions; examine and analyze various interpretations of texts to revise or extend understanding
- respond personally and critically to perspectives and styles of a variety of Canadian and international texts
- analyze how language and stylistic choices in oral, print [including books], and other media texts communicate intended meaning and create effect

GENERAL OUTCOME 2

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.

2.3 Understand Forms and Techniques

	Grade 8	Senior 1
Forms and Genres	• demonstrate appreciation for the appropriate use of various forms and genres according to purpose, audience, and content	• explain preferences for particular forms and genres of oral, literary, and media texts
Techniques and Elements	• identify a variety of techniques [such as characterization, word choice, framing, angle...] used to create particular effects or to portray various cultures in oral, literary, and media texts	• examine the use of a variety of techniques [including establishing setting, characterization, and stereotyping] to portray gender, cultures, and socio-economic groups in oral, literary [including books], and media texts
Vocabulary	• explore factors [such as history, social trends, geographic isolation...] that influence word families and the evolution of language	• appreciate variations in language, accent, and dialect in Canadian communities and regions; recognize the derivation and use of words, phrases, and jargon
Experiment with Language	• identify creative uses of language in popular culture [such as commercials, advertisements, rock videos...]; explain how imagery and figures of speech create tone and mood in texts	• examine creative uses of language in popular culture [including advertisements, magazines, and music]; recognize how figurative language and techniques create a dominant impression, mood, tone, and style
Create Original Texts	• create original texts [such as descriptions, panel discussions, impersonations, collages, timelines, documentary videos, journals or diaries…] to communicate and demonstrate understanding of forms and techniques	• create original texts [such as video scripts, debates, editorials, audiotapes with voice and music, speeches, readers' theatre, formal essays, letters, advertisements…] to communicate and demonstrate understanding of forms and techniques

2.3 Understand Forms and Techniques

Senior 2

Forms and Genres

- recognize the appropriateness of various forms and genres [such as oral presentations, pamphlets, posters…] for various audiences and purposes

Techniques and Elements

- explain how various techniques and elements [such as sentence variety, sentence order, point of view, anecdotes, fade or dissolve…] are used in oral, print [including books], and other media texts to create particular effects

Vocabulary

- recognize that vocabulary and idiom are influenced by various factors [such as cultures, languages, science, media, technology…]; select and use register appropriate for context

Experiment with Language

- experiment with language, visuals, and sounds to create effects for particular audiences, purposes, and contexts

Create Original Texts

- create original texts [such as editorials, compact disc covers, displays, essays, photographs, multimedia presentations…] to communicate ideas and enhance understanding of forms and techniques

Senior 3

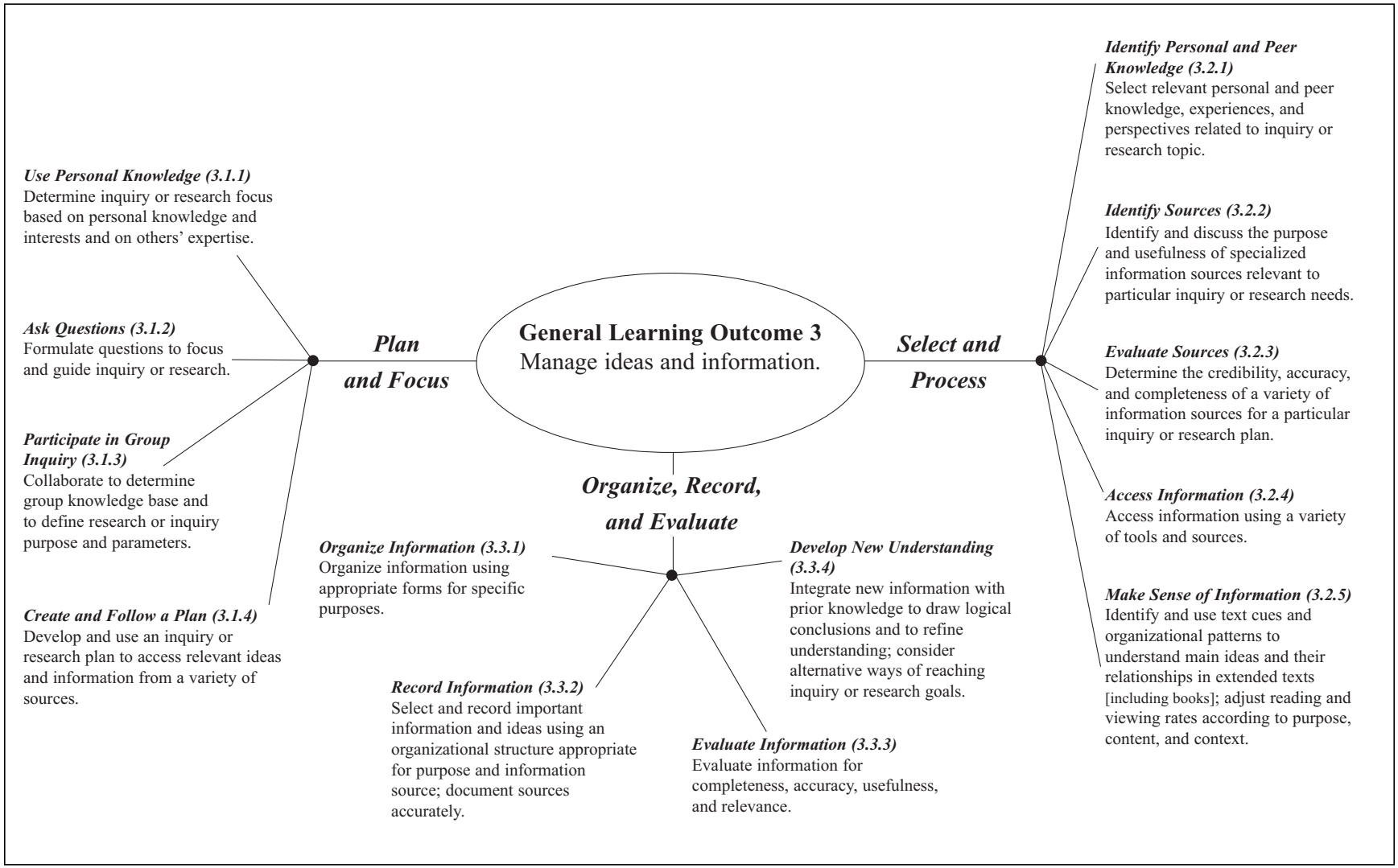
- analyze how various forms and genres are used for particular audiences and purposes
- examine how various techniques and elements are used in oral, print [including books], and other media texts to accomplish particular purposes
- demonstrate understanding of how vocabulary and idiom affect meaning and impact; use appropriate vocabulary when discussing and creating texts
- experiment with language, visuals, and sounds to convey intended meaning and impact
- create original texts to communicate ideas and enhance understanding of forms and techniques

Senior 4

- evaluate the effect of forms and genres on content and purpose
- analyze how various techniques and elements are used in oral, print [including books], and other media texts to accomplish particular purposes
- analyze the impact of vocabulary and idiom in texts; identify how word choice and idiom vary and are used in language communities
- experiment with and use language, visuals, and sounds to influence thought, emotions, and behaviour
- create original texts to communicate ideas and enhance understanding of forms and techniques

GENERAL OUTCOME 2

Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.


General Learning Outcome 3
Manage ideas and information.
Plan and Focus
Use Personal Knowledge (3.1.1)
Determine inquiry or research focus based on personal knowledge and interests and on others' expertise.
Ask Questions (3.1.2)
Formulate questions to focus and guide inquiry or research.
Participate in Group Inquiry (3.1.3)
Collaborate to determine group knowledge base and to define research or inquiry purpose and parameters.
Create and Follow a Plan (3.1.4)
Develop and use an inquiry or research plan to access relevant ideas and information from a variety of sources.
Select and Process
Identify Personal and Peer Knowledge (3.2.1)
Select relevant personal and peer knowledge, experiences, and perspectives related to inquiry or research topic.
Identify Sources (3.2.2)
Identify and discuss the purpose and usefulness of specialized information sources relevant to particular inquiry or research needs.
Evaluate Sources (3.2.3)
Determine the credibility, accuracy, and completeness of a variety of information sources for a particular inquiry or research plan.
Access Information (3.2.4)
Access information using a variety of tools and sources.
Make Sense of Information (3.2.5)
Identify and use text cues and organizational patterns to understand main ideas and their relationships in extended texts [including books]; adjust reading and viewing rates according to purpose, content, and context.
Organize, Record, and Evaluate
Organize Information (3.3.1)
Organize information using appropriate forms for specific purposes.
Develop New Understanding (3.3.4)
Integrate new information with prior knowledge to draw logical conclusions and to refine understanding; consider alternative ways of reaching inquiry or research goals.
Record Information (3.3.2)
Select and record important information and ideas using an organizational structure appropriate for purpose and information source; document sources accurately.
Evaluate Information (3.3.3)
Evaluate information for completeness, accuracy, usefulness, and relevance.

General Outcome 3

Students will listen, speak, read, write, view, and represent to manage ideas and information.

In an increasingly technological society, managing ideas and information is becoming more important in the home, workplace, and community to fulfill responsibilities and achieve personal growth and satisfaction. Students need to know how to use tools, skills, and strategies effectively to manage the volume of information available, and to create and communicate ideas and information.

Through the inquiry or research process, students satisfy their natural curiosity and develop skills and strategies for lifelong learning. Students learn to activate prior knowledge, ask questions, define directions for inquiry, and gather and evaluate information for specific purposes. They also learn to manage time, meet deadlines, explore personal questions, and discover additional areas for investigation.

Students enhance their ability to manage ideas and information by encouraging, supporting, and working with others. They use exploratory language to focus their inquiry or research and to determine the kinds and amounts of information needed to accomplish their purposes, both artistic and functional. Students learn to interpret and analyze texts, considering factors such as author, purpose, audience, and source. Students communicate ideas and information more effectively when they select forms and conventions appropriate to specific purposes, content, and audiences.

3.1 Plan and Focus

	Grade 8	Senior 1
Use Personal Knowledge →	• determine personal knowledge of a topic to generate possible areas of inquiry or research	• determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research
Ask Questions →	• formulate relevant main and subordinate questions on a topic to establish a purpose for gathering information	• develop focused questions to establish a purpose for reading, listening, and viewing information sources
Participate in Group Inquiry →	• contribute ideas, knowledge, and strategies to help identify group information needs and sources	• generate and access ideas in a group and use a variety of methods to focus and clarify inquiry or research topic
Create and Follow a Plan →	• prepare and use a plan to access, gather, and record in own words relevant information	• prepare and use a plan to access, gather, and evaluate information and ideas from a variety of human, print, and electronic sources

3.1 Plan and Focus

Senior 2

Use Personal Knowledge
- determine inquiry or research focus based on personal knowledge and interests and on others' expertise

Ask Questions
- formulate questions to focus and guide inquiry or research

Participate in Group Inquiry
- collaborate to determine group knowledge base and to define research or inquiry purpose and parameters

Create and Follow a Plan
- develop and use an inquiry or research plan to access relevant ideas and information from a variety of sources

Senior 3

- determine inquiry or research focus and parameters based on personal knowledge and on others' expertise
- formulate and revise questions to focus inquiry or research topic and purpose
- explore group knowledge and strengths to determine inquiry or research topic, purpose, and procedures
- develop, use, and adapt an inquiry or research plan appropriate for content, audience, purpose, context, sources, and procedures

Senior 4

- consider own and others' expertise to explore breadth and depth of knowledge, and focus inquiry or research based on parameters of task
- formulate focused inquiry or research questions and refine them through reflection and discussion of topic, purpose, and context
- collaborate with and support group members in adapting procedures to achieve inquiry or research goals
- develop and select from a repertoire of inquiry and research strategies [such as posing, refining, and eliminating questions; clarifying thesis statement or core message…], and adjust plan according to changes in audience, purpose, and context

GENERAL OUTCOME 3

Students will listen, speak, read, write, view, and represent to manage ideas and information.

3.2 Select and Process

	Grade 8	Senior 1
Identify Personal and Peer Knowledge →	• access, record, and appraise personal and peer knowledge and understanding of a topic to establish an information base for inquiry or research	• access, record, and appraise personal and peer knowledge of a topic and evaluate it for breadth and depth to establish an information base for inquiry or research
Identify Sources →	• distinguish between fact and opinion when inquiring or researching using a variety of information sources [such as artifacts, debates, forums, biographies, autobiographies…]	• obtain information and varied perspectives when inquiring or researching using a range of information sources [such as expository essays, books, radio and television transcripts, charts, tables, graphs, diagrams…]
Evaluate Sources →	• develop and use criteria for evaluating information sources for a particular inquiry or research plan	• evaluate information sources for possible bias using criteria designed for a particular inquiry or research plan
Access Information →	• recall, expand, and use a variety of skills [including visual and auditory] to access information and ideas from a variety of sources [including subtitles, marginal notes and key words, electronic searches, previews and reviews, visual effects, and sound effects]	• expand and use a variety of skills [including visual and auditory] to access information and ideas from a variety of sources [including books, on-line catalogues, periodical indices, broadcast guides, film libraries, and electronic databases]
Make Sense of Information →	• construct meaning using direct statements, implied meaning, and inferences; adjust rate of reading or viewing according to purpose, topic, density of information, and organizational patterns of text	• identify a variety of factors [such as organizational patterns of text, page layouts, font styles, colour, voice-over, camera angle…] that affect meaning; scan to locate specific information quickly; summarize, report, and record main ideas of extended oral, visual, and written texts [including books]

3.2 Select and Process

Senior 2	Senior 3	Senior 4
Identify Personal and Peer Knowledge		
• select relevant personal and peer knowledge, experiences, and perspectives related to inquiry or research topic	• select ideas and information from prior knowledge of inquiry or research topic appropriate for audience, purpose, and personal perspective or focus	• evaluate and select ideas and information from prior knowledge of inquiry or research topic appropriate for audience, purpose, and personal perspective or focus
Identify Sources		
• identify and discuss the purpose and usefulness of specialized information sources [such as magazines, books, documentaries, hobby or sports materials, multimedia resources…] relevant to particular inquiry or research needs	• identify and discuss the purpose and usefulness of information sources [including books] relevant to particular inquiry or research needs	• identify and discuss diverse information sources [including books] relevant to particular inquiry or research needs
Evaluate Sources		
• determine the credibility, accuracy, and completeness of a variety of information sources for a particular inquiry or research plan	• evaluate how perspectives and biases influence the choice of information sources for inquiry or research	• evaluate factors that affect the credibility, authenticity, accuracy, and bias of information sources for inquiry or research
Access Information		
• access information using a variety of tools and sources [such as books, electronic networks, libraries, taped oral histories…]	• access information using a variety of tools, skills, and sources [such as books, electronic networks, libraries, oral histories...] to accomplish a particular purpose	• access information to accomplish a particular purpose within the topic parameters and time available
Make Sense of Information		
• identify and use text cues and organizational patterns to understand main ideas and their relationships in extended texts [including books]; adjust reading and viewing rates according to purpose, content, and context	• use knowledge of text cues, organizational patterns, and persuasive techniques to sort and relate ideas in extended texts [including books]; adjust reading and viewing rates according to purpose, content, and context	• use knowledge of text cues, organizational patterns, and cognitive and emotional appeals to extract, infer, synthesize, organize, and integrate ideas from extended texts [including books]; adjust reading and viewing rates according to purpose, content, and context

GENERAL OUTCOME 3

Students will listen, speak, read, write, view, and represent to manage ideas and information.

3.3 Organize, Record, and Evaluate

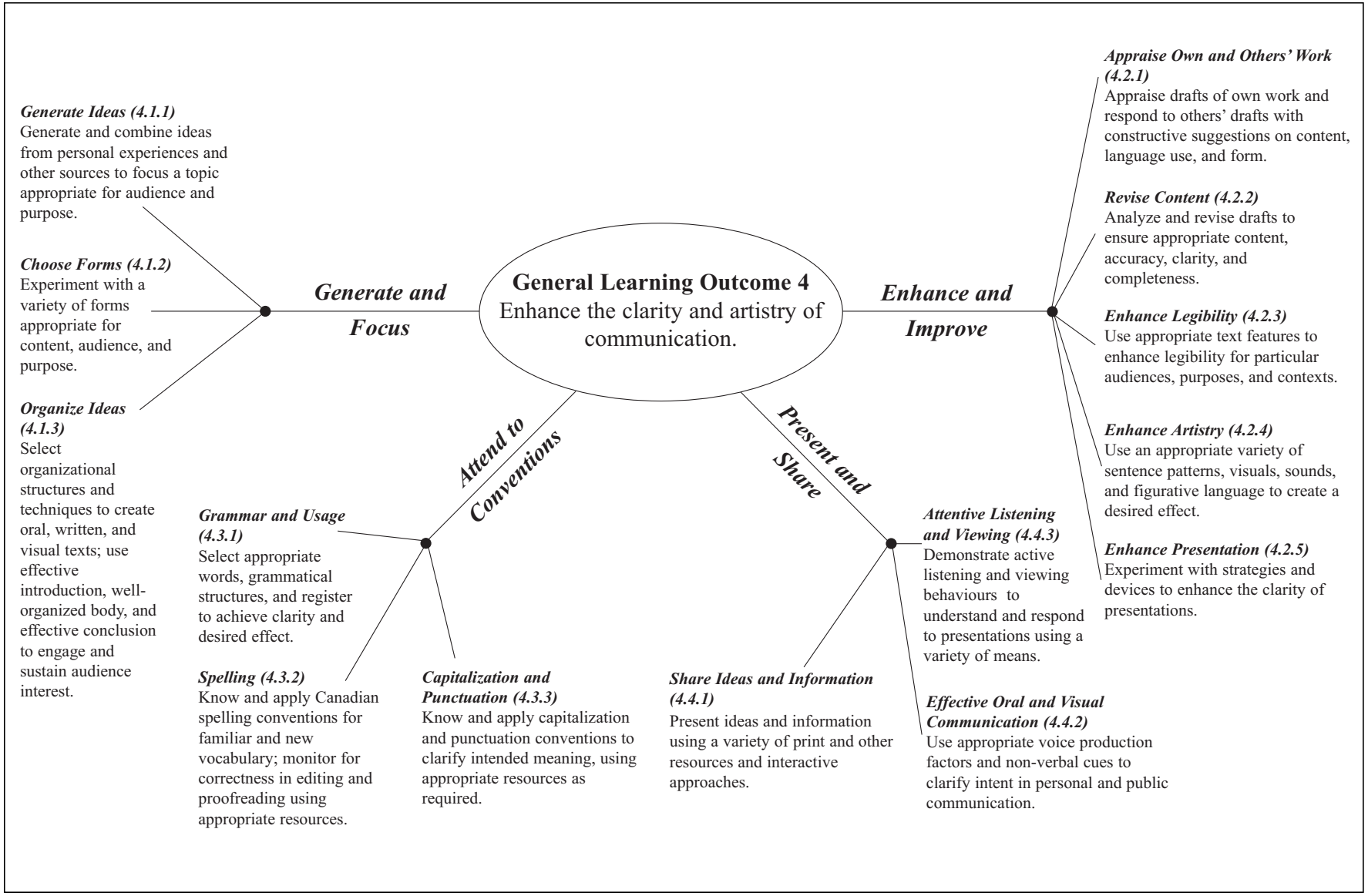
	Grade 8	Senior 1
Organize Information	• organize information and ideas in order of priority according to topic and task requirements	• organize information and ideas by developing and selecting appropriate categories and organizational structures
Record Information	• make notes in point form, summarizing major ideas and supporting details; reference sources	• summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions; reference sources
Evaluate Information	• set aside personal bias to evaluate the relevance and importance of information collected; address information gaps for particular forms, audiences, and purposes	• distinguish between fact and theory and between main and supporting information to evaluate usefulness, relevance, and completeness; address information gaps for particular forms, audiences, and purposes
Develop New Understanding	• incorporate new information with prior knowledge and experiences; adjust inquiry and research strategies to accommodate changing perspectives and availability of pertinent information	• reflect on new knowledge and its value to self and the wider community; determine personal inquiry and research strengths and learning goals

3.3 Organize, Record, and Evaluate

Senior 2	Senior 3	Senior 4
Organize Information		
• organize information using appropriate forms [such as charts, diagrams, outlines, electronic databases and filing systems, notes…] for specific purposes	• organize and reorganize information and ideas in a variety of ways for different audiences and purposes	• organize and reorganize information and ideas to clarify thinking and to achieve desired effect
Record Information		
• select and record important information and ideas using an organizational structure appropriate for purpose and information source; document sources accurately	• summarize and record information, ideas, and perspectives from a variety of sources; document sources accurately	• synthesize and record information, ideas, and perspectives from a variety of sources; document sources accurately
Evaluate Information		
• evaluate information for completeness, accuracy, usefulness, and relevance	• evaluate information for completeness, accuracy, currency, historical context, relevance, and balance of perspectives	• evaluate information for completeness, accuracy, currency, historical context, relevance, balance of perspectives, and bias
Develop New Understanding		
• integrate new information with prior knowledge to draw logical conclusions and to refine understanding; consider alternative ways of reaching inquiry or research goals	• explain the importance of new understanding to self and others; assess own inquiry and research skills	• assess the effect of new understanding on self and others; evaluate the effect of inquiry or research plans and procedures on conclusions

GENERAL OUTCOME 3

Students will listen, speak, read, write, view, and represent to manage ideas and information.


General Learning Outcome 4
Enhance the clarity and artistry of communication.
Generate and Focus
Enhance and Improve
Attend to Conventions
Present and Share
Generate Ideas (4.1.1)
Generate and combine ideas from personal experiences and other sources to focus a topic appropriate for audience and purpose.
Choose Forms (4.1.2)
Experiment with a variety of forms appropriate for content, audience, and purpose.
Organize Ideas (4.1.3)
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.
Appraise Own and Others' Work (4.2.1)
Appraise drafts of own work and respond to others' drafts with constructive suggestions on content, language use, and form.
Revise Content (4.2.2)
Analyze and revise drafts to ensure appropriate content, accuracy, clarity, and completeness.
Enhance Legibility (4.2.3)
Use appropriate text features to enhance legibility for particular audiences, purposes, and contexts.
Enhance Artistry (4.2.4)
Use an appropriate variety of sentence patterns, visuals, sounds, and figurative language to create a desired effect.
Enhance Presentation (4.2.5)
Experiment with strategies and devices to enhance the clarity of presentations.
Grammar and Usage (4.3.1)
Select appropriate words, grammatical structures, and register to achieve clarity and desired effect.
Spelling (4.3.2)
Know and apply Canadian spelling conventions for familiar and new vocabulary; monitor for correctness in editing and proofreading using appropriate resources.
Capitalization and Punctuation (4.3.3)
Know and apply capitalization and punctuation conventions to clarify intended meaning, using appropriate resources as required.
Share Ideas and Information (4.4.1)
Present ideas and information using a variety of print and other resources and interactive approaches.
Attentive Listening and Viewing (4.4.3)
Demonstrate active listening and viewing behaviours to understand and respond to presentations using a variety of means.
Effective Oral and Visual Communication (4.4.2)
Use appropriate voice production factors and non-verbal cues to clarify intent in personal and public communication.

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.

4.1 Generate and Focus

	Grade 8	Senior 1
Generate Ideas →	• experiment with several ways to generate ideas and focus a topic	• 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

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

GENERAL OUTCOME 4

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

4.2 Enhance and Improve

	Grade 8	Senior 1
Appraise Own and Others' Work	• 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	• 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
Revise Content	• revise to enhance meaning and effect according to audience and purpose	• review previous draft and revise to refine communication and enhance self-expression
Enhance Legibility	• 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…]	• format for legibility and use word processing effectively and efficiently when composing and revising; use electronic design elements to combine print and visuals
Enhance Artistry	• experiment with figures of speech and compound and complex sentences to clarify and combine ideas; provide effective descriptions	• experiment with a variety of sentence patterns and figurative language; use supporting details when revising to enhance clarity and artistry
Enhance Presentation	• prepare compositions, reports, presentations, and inquiry or research projects using a variety of organizers [such as chapters, table of contents, headings, introduction, conclusion...]	• prepare compositions, presentations, reports, essays, and inquiry or research projects in a meaningful order and with adequate detail for audience understanding

4.2 Enhance and Improve

Senior 2	Senior 3	Senior 4
Appraise Own and Others' Work		
• appraise drafts of own work and respond to others' drafts with constructive suggestions on content, language use, and form	• appraise own choices of ideas, language use, and forms relative to purpose and audience, and provide others with constructive appraisals	• appraise and discuss the effectiveness of own and others' choices relative to content, form, style, and presentation
Revise Content		
• analyze and revise drafts to ensure appropriate content, accuracy, clarity, and completeness	• analyze and revise drafts to ensure appropriate content and to enhance unity, clarity, and coherence	• evaluate and revise drafts to ensure appropriate content and language use and to enhance precision, unity, and coherence
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	• use appropriate text features to enhance legibility for particular audiences, purposes, and contexts	• select text features to enhance legibility and artistry 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	• use effective language, visuals, and sounds, and arrange ideas for emphasis and desired effect	• use effective language, visuals, and sounds, and arrange and juxtapose ideas for balance, effect, and originality
Enhance Presentation		
• experiment with strategies and devices [such as diagrams, sound effects, demonstrations…] to enhance the clarity of presentations	• use appropriate strategies and devices to enhance the clarity and appeal of presentations	• use appropriate strategies and devices to enhance the impact of presentations

GENERAL OUTCOME 4

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

4.3 Attend to Conventions

	Grade 8	Senior 1
Grammar and Usage →	• edit for sentence variety, word choice, and tone appropriate to audience and purpose, and to eliminate misplaced modifiers	• edit for parallel structure, use of transitional devices, and clarity
Spelling →	• know spelling conventions and apply them to familiar and unfamiliar words; use appropriate resources when editing and proofreading	• know and apply a repertoire of spelling conventions when editing and proofreading; use a variety of resources when editing and proofreading
Capitalization and Punctuation →	• know and apply capitalization and punctuation conventions consistently in a variety of sentence structures and written forms when editing and proofreading	• know and apply capitalization and punctuation conventions in dialogues, quotations, footnotes, endnotes, and references when editing and proofreading

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

GENERAL OUTCOME 4

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

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)

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

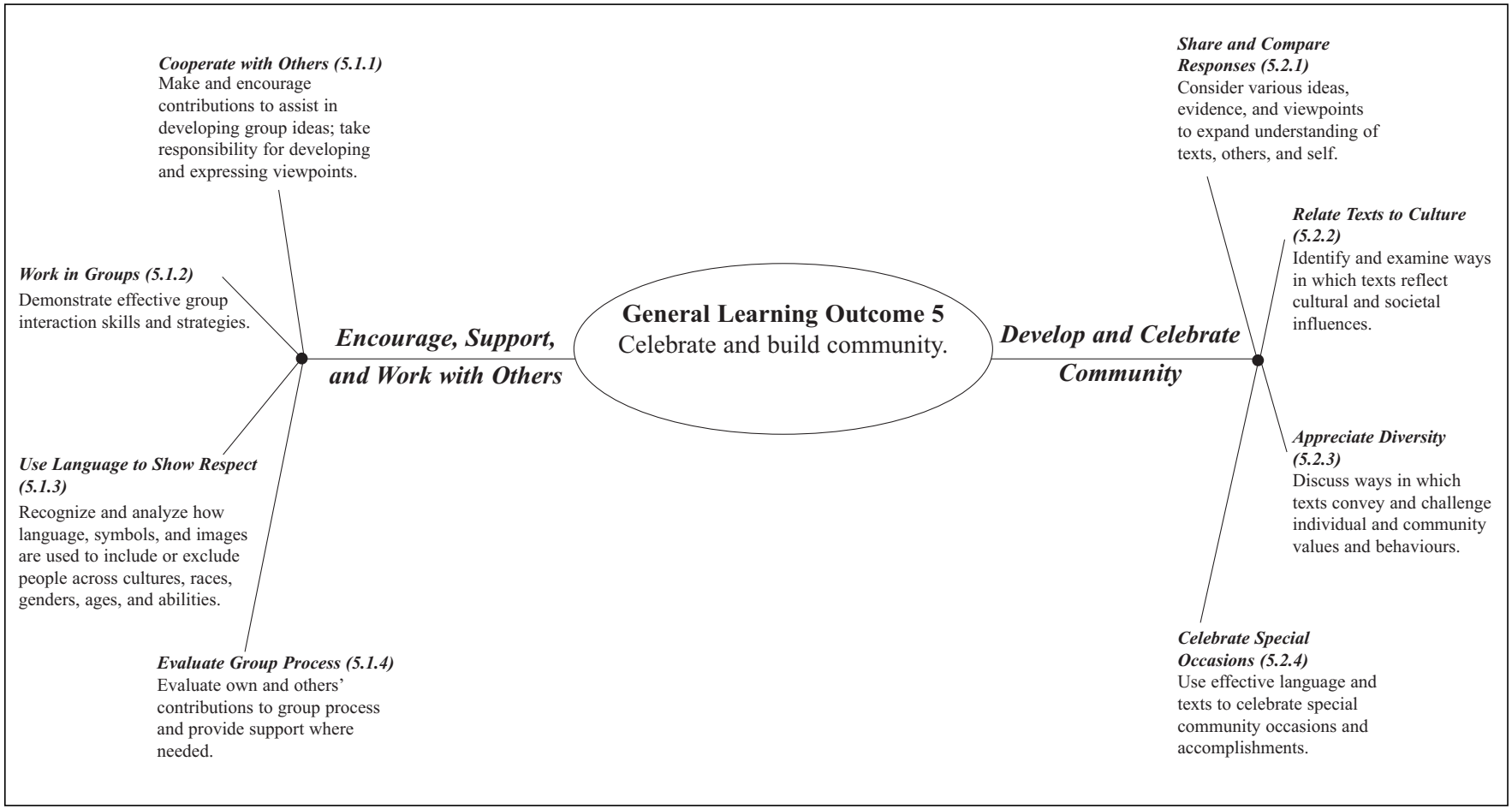
- demonstrate confidence when presenting ideas and information; revise presentations as needed for subsequent occasions
- use appropriate voice and visual production factors to communicate and emphasize intent in personal and public communication
- demonstrate critical listening and viewing behaviours [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

GENERAL OUTCOME 4

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


General Learning Outcome 5
Celebrate and build community.
Encourage, Support, and Work with Others
Develop and Celebrate Community
Cooperate with Others (5.1.1)
Make and encourage contributions to assist in developing group ideas; take responsibility for developing and expressing viewpoints.
Work in Groups (5.1.2)
Demonstrate effective group interaction skills and strategies.
Use Language to Show Respect (5.1.3)
Recognize and analyze how language, symbols, and images are used to include or exclude people across cultures, races, genders, ages, and abilities.
Evaluate Group Process (5.1.4)
Evaluate own and others' contributions to group process and provide support where needed.
Share and Compare Responses (5.2.1)
Consider various ideas, evidence, and viewpoints to expand understanding of texts, others, and self.
Relate Texts to Culture (5.2.2)
Identify and examine ways in which texts reflect cultural and societal influences.
Appreciate Diversity (5.2.3)
Discuss ways in which texts convey and challenge individual and community values and behaviours.
Celebrate Special Occasions (5.2.4)
Use effective language and texts to celebrate special community occasions and accomplishments.

General Outcome 5

Students will listen, speak, read, write, view, and represent to celebrate and build community.

Students use language to build community within the home, school, workplace, and the wider society. In a democratic, multicultural country, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

Students learn to use language to express themselves and their needs, to offer assistance, and to participate in and enrich their school life. Students learn collaboration skills by discussing in groups, by building on others' ideas, and by planning and working together to meet common goals and to strengthen classroom and school communities. In these ways, students share perspectives and ideas, develop understanding, and demonstrate respect for diversity.

Students learn that language is important for celebrating events of personal, community, national, and global significance. In their language learning and use, students develop their knowledge of language forms and functions. As well, they come to know how language preserves and enriches culture. To celebrate their own use of language, students display their work, share with others, and delight both in their own and others' contributions. Students need opportunities to reflect on, appraise, and celebrate their progress and achievements in a community of learners.

5.1 Encourage, Support, and Work with Others

	Grade 8	Senior 1
Cooperate with Others →	• engage in dialogue to understand the feelings and viewpoints of others and contribute to group harmony	• recognize the importance of effective communication in working with others
Work in Groups →	• organize and complete tasks cooperatively and collaboratively; evaluate group productivity and efficiency	• plan, organize, and participate in presentations of group findings
Use Language to Show Respect →	• demonstrate respect for other people's language, history, and culture	• use inclusive language and actions that support people across races, cultures, genders, ages, and abilities
Evaluate Group Process →	• evaluate the quality of own contributions to group process and set goals and plans for development of personal skills; evaluate group process and plan for group growth	• establish and use criteria to evaluate group process and personal contributions, and propose suggestions for development

5.1 Encourage, Support, and Work with Others

Senior 2

Cooperate with Others

- make and encourage contributions [such as making accurate notes, exploring others' viewpoints, listening attentively…] to assist in developing group ideas; take responsibility for developing and expressing viewpoints

Work in Groups

- demonstrate effective group interaction skills and strategies

Use Language to Show Respect

- recognize and analyze how language, symbols, and images are used to include or exclude people across cultures, races, genders, ages, and abilities

Evaluate Group Process

- evaluate own and others' contributions to group process and provide support where needed

Senior 3

- use language to build and maintain collaborative relationships; take responsibility for respectfully questioning others' viewpoints and requesting further explanation
- demonstrate flexibility in assuming a variety of group roles and take responsibility for tasks that achieve group goals
- recognize and analyze how personal language use may create and sustain an inclusive community
- evaluate the effectiveness of group process to improve subsequent success

Senior 4

- use language to demonstrate flexibility in working with others; encourage differing viewpoints to extend breadth and depth of individual and group thought
- demonstrate commitment and flexibility in a group, monitor own and others' contributions, and build on others' strengths to achieve group goals
- recognize how language choice, use, tone, and register may sustain or counter exploitative or discriminatory situations
- evaluate the usefulness of group process to achieve particular goals or tasks

GENERAL OUTCOME 5

Students will listen, speak, read, write, view, and represent to celebrate and build community.

5.2 Develop and Celebrate Community

	Grade 8	Senior 1
Share and Compare Responses →	• express personal reactions to a variety of experiences and texts and compare them with the reactions of others	• recognize that differing perspectives and unique reactions enrich understanding
Relate Texts to Culture →	• recognize ways in which oral, literary, and media texts capture specific elements of a culture or period in history	• explain ways in which oral, literary, and media texts reflect topics and themes in life
Appreciate Diversity →	• interpret the choices and motives of individuals encountered in oral, literary, and media texts and examine how they relate to self and others; discuss personal participation and responsibility in communities	• reflect on ways in which the choices and motives of individuals encountered in oral, literary, and media texts [such as oral stories, novels and poems, magazines and television programs...] provide insight into those of self and others; discuss personal participation and responsibilities in a variety of communities
Celebrate Special Occasions →	• use appropriate language to participate in public events, occasions, or traditions	• participate in organizing and celebrating special events, recognizing the importance and significance of the influence of language

Students will listen, speak, read, write, view, and represent to celebrate and build community.

5.2 Develop and Celebrate Community

Senior 2

Share and Compare Responses

- consider various ideas, evidence, and viewpoints to expand understanding of texts, others, and self

Relate Texts to Culture

- identify and examine ways in which texts reflect cultural and societal influences

Appreciate Diversity

- discuss ways in which texts [such as oral stories and speeches, novels and poems, magazines and television programs...] convey and challenge individual and community values and behaviours

Celebrate Special Occasions

- use effective language and texts [such as organizing commemorative events, making videos to celebrate events...] to celebrate special community occasions and accomplishments

Senior 3

- identify various factors [such as experiences, age, gender, culture...] that shape understanding of texts, others, and self
- identify and examine ways in which culture, society, and language conventions shape texts
- explain ways in which languages and texts [such as oral stories and presentations, fiction and non-fiction books, news stories and television documentaries...] express and shape the perceptions of people and diverse communities
- use language and texts to celebrate personal and community occasions and accomplishments

Senior 4

- demonstrate the value of diverse ideas and viewpoints to deepen understanding of texts, others, and self
- identify and analyze ways in which cultural, societal, and historical factors influence texts and how texts, in turn, influence understanding of self and others
- analyze ways in which languages and texts [such as speeches and presentations, fiction and non-fiction books, news stories, reports, and documentaries...] reflect and influence the values and behaviours of people and diverse communities
- use language and texts to celebrate important occasions and accomplishments and to extend and strengthen a sense of community

GENERAL OUTCOME 5

Students will listen, speak, read, write, view, and represent to celebrate and build community.

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