

**Senior 3 English Language Arts:  
Comprehensive Focus**

Student Learning Outcomes

## **Introduction**

### **Senior 3 English Language Arts: Comprehensive Focus (30S)**

In Senior 3 English Language Arts: Comprehensive Focus (hereafter referred to as the Comprehensive Focus), students develop a range of literacy skills that deepen their engagement with and appreciation of a variety of texts and help them function more effectively in their private sphere and in the global community. The language uses explored in the Comprehensive Focus fall along a continuum that includes both pragmatic and aesthetic uses. Students engage with and compose texts that inform, persuade, analyze, foster understanding and empathy, reflect culture, express feelings and experience, and bring enjoyment. They explore the aesthetic properties of language used in conveying experience, and the denotative properties used in communicating information and points of view.

The Comprehensive Focus addresses a variety of informal and formal discourse, ranging from oral discussions, free-writing, letters, improvised drama, and journals to reports, formal presentations, documentaries, short and book-length fiction, and poetry. These texts fall along the continuum of pragmatic, expressive, and aesthetic language uses, with approximately equal time being devoted to pragmatic and aesthetic texts. Texts such as instructions and handbooks use highly pragmatic language to accomplish purposes. Documentaries, travel articles, and creative non-fiction have pragmatic purposes but convey information or viewpoints through language that has an aesthetic effect. Poetry, short and book-length fiction, and plays use language primarily to capture and represent experience, feelings, or vision and to create an imagined reality.

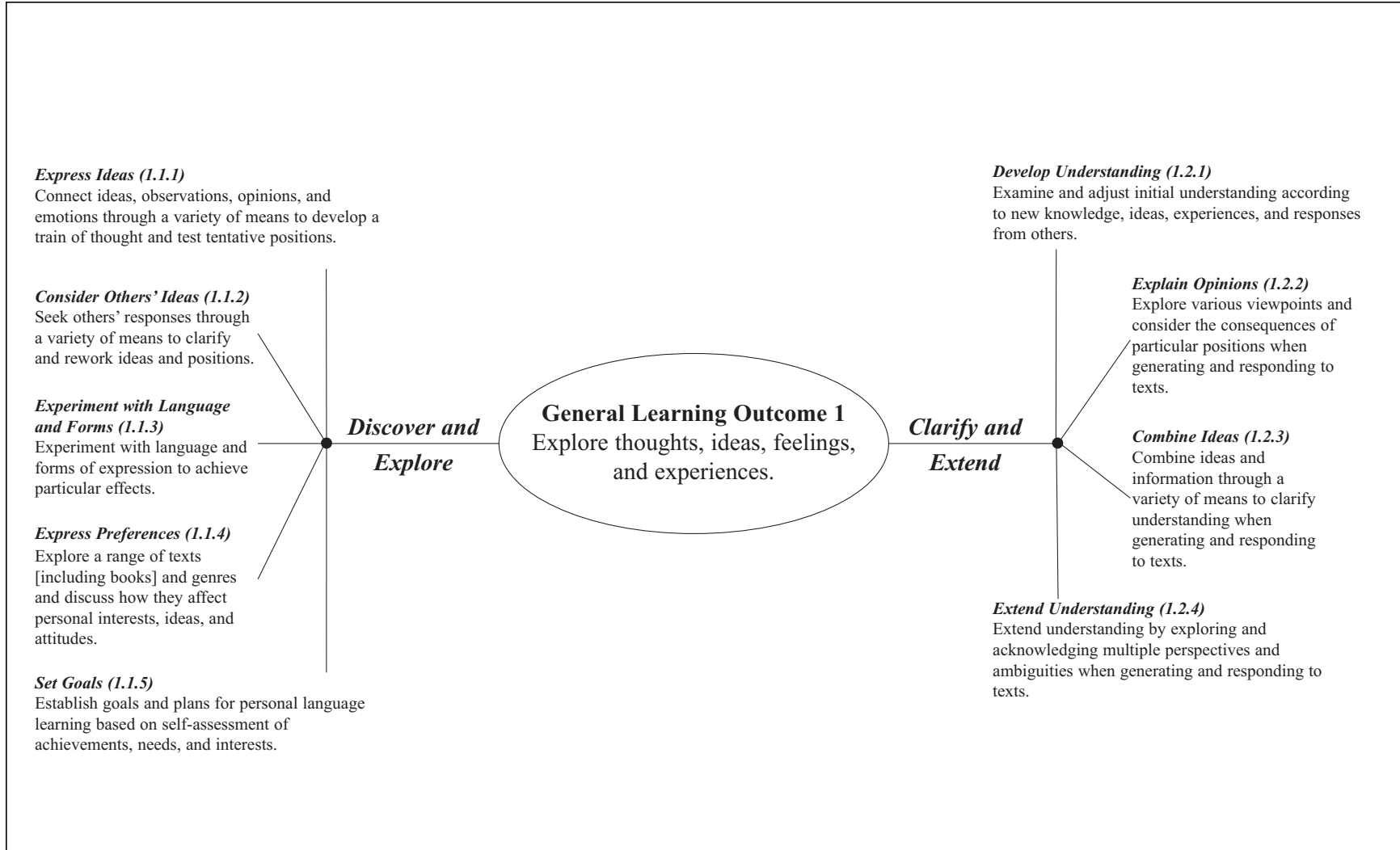
The Comprehensive Focus provides opportunities to use, compare, and compose a range of pragmatic and aesthetic texts on the same topic or subject. Students may gather information or points of view from novels, memoirs, and dramas, as well as from newspaper articles, documentaries, and non-fiction books. Similarly, students may compose texts that use the aesthetic properties of language to accomplish pragmatic purposes. Advertisements, for example, frequently use poetic language, and narratives such as allegories may be written with the intention of shaping the attitudes or opinions of the audience.

The student learning outcomes of the Comprehensive Focus are an elaboration of the knowledge, skills and strategies, and attitudes that constitute literacy. Students enhance their skill in reading and appreciating a range of forms, genres, and media, and they learn the conventions of a range of pragmatic and aesthetic forms. As listeners, readers, and viewers, students examine the effects of various language techniques, assess pragmatic texts for accuracy, logic, and relevance, and respond to and interpret aesthetic texts. As speakers, writers, and representers, students learn to shape communication for an audience, express themselves clearly and with an intended effect, and select from a range of stances, voices, diction, and forms appropriate to their purpose. Through a wide variety of learning experiences, students use and interpret a range of media, manage data and information efficiently, and plan and work in creative collaboration.

The Comprehensive Focus fosters literacy skills that help students to lead reflective, effective lives. It deepens their engagement with texts and their understanding of themselves and the world around them. It teaches students to think critically and independently and provides them with the practical skills they need to deal with the demands of an information-based society.



### Senior 3 English Language Arts: Comprehensive Focus Map of General Learning Outcome 1



**General Learning  
Outcome 1**



**Comprehensive Focus**

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

Language is essential to thought, for impressions and feelings are clarified and given shape by being expressed through language. Exploratory language, which is largely spontaneous, is a major strategy for learning, enabling students to discover what they think and feel, to try out tentative ideas, and to compare their ideas with those of others.

Exploratory language is essential to expressing and deepening students' understanding of texts. When listening, reading, and viewing, students use exploratory language to

- identify prior knowledge, interests, experiences, and attitudes that may shape the meaning they construct from texts
- explore their own responses to the issues and ideas addressed in texts
- express and explore questions raised by texts
- compare their responses, inferences, and interpretations with those of others
- determine the stance and purposes of speakers, authors, and producers
- examine the various techniques that make texts effective

Students discover much of the meaning of texts only through exploratory talk, writing, and visual representation.

Exploratory language is also inherent in the process of generating texts for both aesthetic and pragmatic purposes. In creating texts for pragmatic purposes, students use exploratory language to explore the content of their communication, the form it will take, and their own position with respect to this content. Exploration is also fundamental to creating aesthetic texts that convey a distinctive vision, adopt an authentic voice, and use fresh and arresting language.

Students employ exploratory language at every stage of the production or creative process:

- *Preparing to speak, write, or represent:* Students talk, improvise, jot, draft, sketch, and reflect on things they have experienced, heard, read, and viewed to discover a catalyst for texts with aesthetic purposes or a direction for texts with pragmatic purposes.
- *Engaging with and producing texts:* Students elaborate their ideas and explore how they can express them most effectively for a particular audience, trying out various forms, structures, and devices for achieving particular purposes or effects.
- *Revising texts:* Students invite and reflect on the responses of others to their work, in order to ensure that it attains their purposes effectively.

An atmosphere that invites and supports exploration and risk taking is essential to the Comprehensive Focus. Students' understanding of the texts they listen to, read, and view will deepen only if they are encouraged to attend to their responses, and to express tentative ideas and interpretations. To produce precise and forceful texts, students experiment with various media, forms, techniques, images, sounds, and words. Through interaction with others, they learn to seek and consider alternative perspectives and to try out new positions. Exploratory language is the fibre of the classroom community, the means by which its members question, grow, and contribute.



	<b>Grade 8</b>	<b>Senior 1</b>
<i>Express Ideas</i> →	<ul style="list-style-type: none"><li>• explore diverse ideas to develop predictions, opinions, conclusions, and understanding</li></ul>	<ul style="list-style-type: none"><li>• question and reflect on personal responses, predictions, and interpretations; apply personal viewpoints to diverse situations or circumstances</li></ul>
<i>Consider Others' Ideas</i> →	<ul style="list-style-type: none"><li>• integrate new understanding with previous viewpoints and interpretations</li></ul>	<ul style="list-style-type: none"><li>• acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and viewpoints</li></ul>
<i>Experiment with Language and Forms</i> →	<ul style="list-style-type: none"><li>• experiment with memorable language to convey personal perceptions, feelings, experiences, thoughts, and ideas in various forms</li></ul>	<ul style="list-style-type: none"><li>• use memorable language effectively and experiment with different personas for dynamic self-expression</li></ul>
<i>Express Preferences</i> →	<ul style="list-style-type: none"><li>• pursue personal interest in specific genres by particular writers, artists, storytellers, and filmmakers</li></ul>	<ul style="list-style-type: none"><li>• discuss with peers preferences for texts [including books] and genres by particular writers, artists, storytellers, and filmmakers</li></ul>
<i>Set Goals</i> →	<ul style="list-style-type: none"><li>• self-monitor growth in language learning and use, using predetermined criteria</li></ul>	<ul style="list-style-type: none"><li>• reflect on attainment of personal goals for effective language learning and use</li></ul>

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



**Senior 2**

- 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
- seek and consider others' ideas through a variety of means [such as interviews, Internet discussion groups, dialogue...] to expand understanding
- 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...]
- 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
- assess personal language learning and select strategies to enhance growth in language learning

**Senior 3**

***Express Ideas (1.1.1)***

- connect ideas, observations, opinions, and emotions through a variety of means to develop a train of thought and test tentative positions

***Consider Others' Ideas (1.1.2)***

- seek others' responses through a variety of means [such as consulting elders, e-mail correspondence, surveys...] to clarify and rework ideas and positions

***Experiment with Language and Forms (1.1.3)***

- experiment with language and forms of expression to achieve particular effects

***Express Preferences (1.1.4)***

- explore a range of texts [including books] and genres and discuss how they affect personal interests, ideas, and attitudes

***Set Goals (1.1.5)***

- establish goals and plans for personal language learning based on self-assessment of achievements, needs, and interests

**Senior 4**

- weigh and assess the validity of a range of ideas, observations, opinions, and emotions to reconsider and/or affirm 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
- vary language uses and forms of expression to discover how they influence ideas and enhance the power of communication
- explore how personal experiences influence the selection of particular texts [including books] and how texts influence perspectives
- reflect on personal growth and successes in language learning and consider the role and importance of language learning when developing personal goals and plans

**GENERAL LEARNING OUTCOME 1**

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





**1.2 Clarify and Extend**

**Senior 3 English Language Arts: Comprehensive Focus**

	<b>Grade 8</b>	<b>Senior 1</b>
<b><i>Develop Understanding</i></b> →	<ul style="list-style-type: none"><li>• discuss the importance of reflecting on prior experiences and knowledge to revise conclusions and understanding</li></ul>	<ul style="list-style-type: none"><li>• reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge</li></ul>
<b><i>Explain Opinions</i></b> →	<ul style="list-style-type: none"><li>• articulate, represent, and explain personal viewpoints clearly</li></ul>	<ul style="list-style-type: none"><li>• review and refine personal viewpoints through reflection, feedback, and self-assessment</li></ul>
<b><i>Combine Ideas</i></b> →	<ul style="list-style-type: none"><li>• structure and restructure ideas and information in personally meaningful ways to clarify and extend understanding</li></ul>	<ul style="list-style-type: none"><li>• structure and restructure ideas and information to extend current understanding and to broaden personal perspectives of the world</li></ul>
<b><i>Extend Understanding</i></b> →	<ul style="list-style-type: none"><li>• reconsider initial understanding in light of new information, and ask clarifying questions; listen to diverse opinions and recognize ambiguity</li></ul>	<ul style="list-style-type: none"><li>• consider diverse opinions, explore ambiguities, and assess whether new information clarifies understanding</li></ul>

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



**Senior 2**

- clarify and shape understanding by assessing connections between new and prior knowledge, ideas, and experiences
- explain opinions, providing support or reasons; anticipate other viewpoints
- connect ideas and experiences through a variety of means to gain understanding when generating and responding to texts
- explore ways in which real and vicarious experiences and various perspectives affect understanding when generating and responding to texts

**Senior 3**

***Develop Understanding (1.2.1)***

- examine and adjust initial understanding according to new knowledge, ideas, experiences, and responses from others

***Explain Opinions (1.2.2)***

- explore various viewpoints and consider the consequences of particular positions when generating and responding to texts

***Combine Ideas (1.2.3)***

- combine ideas and information through a variety of means to clarify understanding when generating and responding to texts

***Extend Understanding (1.2.4)***

- extend understanding by exploring and acknowledging multiple perspectives and ambiguities when generating and responding to texts

**Senior 4**

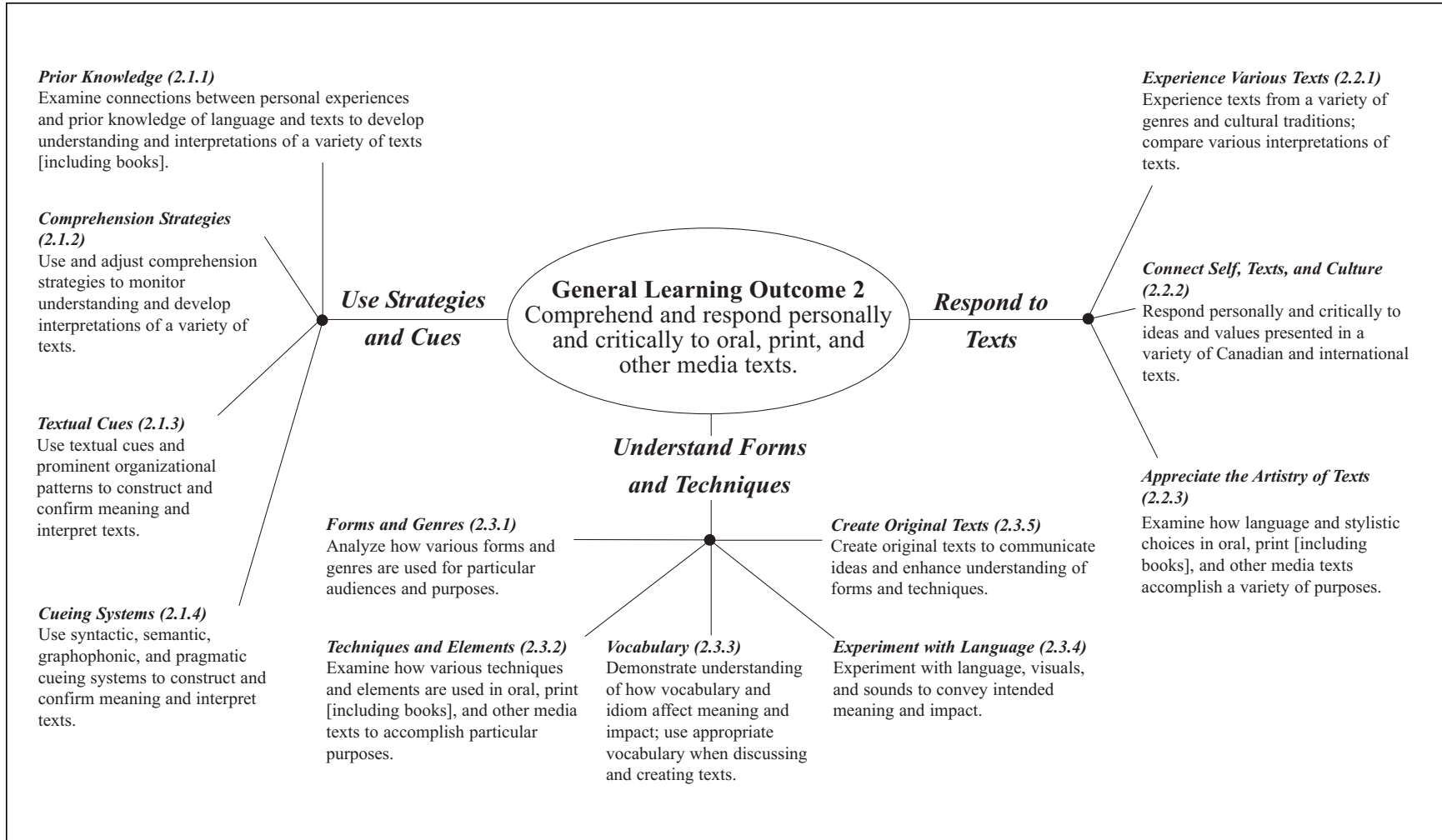
- explain how new knowledge, ideas, experiences, and perspectives reshape knowledge, ideas, and beliefs
- explore the strengths and limitations of various viewpoints on an issue or topic and identify aspects for further consideration; evaluate implications of particular perspectives when generating and responding to texts
- consider ways in which interrelationships of ideas provide insight 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 LEARNING OUTCOME 1**

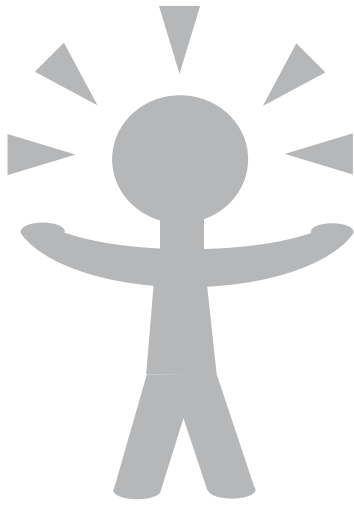
**Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.**



### Senior 3 English Language Arts: Comprehensive Focus Map of General Learning Outcome 2



## General Learning Outcome 2



### Comprehensive Focus

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

Students in the Comprehensive Focus listen to, read, and view a wide variety of texts (including books), with approximate balance between texts written or produced for aesthetic and for pragmatic purposes:

- When students approach a text with an aesthetic stance, they enter the world of the text for the delight that aesthetic language brings, for the satisfaction of discovering a created world that illuminates their own, or for the stimulation of encountering alternative ways of seeing things.
- When students engage with a text for pragmatic purposes, their intent is to gain information or other perspectives.

The pragmatic use of language may narrow the range of possible responses and interpretations more than the aesthetic use of language; however, regardless of the purpose of the texts they explore, students engage in a process of making meaning.

In attaining the specific learning outcomes of General Learning Outcome 2, students

- articulate the meaning they make of texts and questions they have about them
- identify the attitudes, experiences, and prior knowledge they bring to texts (including fiction and non-fiction books), and the ways these shape the meaning they make of the texts
- seek alternative responses and readings, and reflect on the ways their own thinking might be refined and extended through others' ideas

Students' skill in listening to, reading, and viewing texts is fundamental to their success in all other academic areas, to their ability to operate effectively in society, and to the lifelong pleasure and enrichment they will gain through literacy. The Comprehensive Focus reviews and reinforces a range of strategies for responding personally and critically to texts written or produced for aesthetic and pragmatic purposes. By Senior 3, students have a high degree of metacognition and are able to select and adjust listening, reading, and viewing strategies according to the type of text, their own degree of prior knowledge on the subject, and their task.

General Learning Outcome 2 requires students to respond personally, critically, and creatively to aesthetic and pragmatic texts:

- In engaging with aesthetic texts, students move from response to criticism, comparing their responses with those of others and using questions generated by this sort of discussion to deepen their understanding of the texts.
- In engaging with pragmatic texts, students identify the purpose and intended audience of each text, examine the validity of arguments and proof, and assess the effectiveness of various forms and devices, recognizing that the medium of a communication shapes its meaning.

Discussion of texts may prompt students to generate their own texts in response, for often the best way to learn about a form is to imitate it. Greater awareness of the forms and techniques writers and producers use increases students' skill in reading critically, enhances their enjoyment and appreciation of texts, and adds to the repertoire of forms and techniques they use in their own work.



**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]

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



**Senior 2**

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

- Prior Knowledge (2.1.1)**
- examine connections between 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)**
- use and adjust 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

**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

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

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





**Senior 2**

- 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
- respond personally and critically to individuals, events, and ideas presented in a variety of Canadian and international texts
- explore how language and stylistic choices in oral, print [including books], and other media texts affect mood, meaning, and audience

**Senior 3**

***Experience Various Texts (2.2.1)***

- experience texts from a variety of genres and cultural traditions; compare various interpretations of texts

***Connect Self, Texts, and Culture (2.2.2)***

- respond personally and critically to ideas and values presented in a variety of Canadian and international texts

***Appreciate the Artistry of Texts (2.2.3)***

- 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 LEARNING 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.



	<b>Grade 8</b>	<b>Senior 1</b>
<b><i>Forms and Genres</i></b> →	<ul style="list-style-type: none"><li>demonstrate appreciation for the appropriate use of various forms and genres according to purpose, audience, and content</li></ul>	<ul style="list-style-type: none"><li>explain preferences for particular forms and genres of oral, literary, and media texts</li></ul>
<b><i>Techniques and Elements</i></b> →	<ul style="list-style-type: none"><li>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</li></ul>	<ul style="list-style-type: none"><li>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</li></ul>
<b><i>Vocabulary</i></b> →	<ul style="list-style-type: none"><li>explore factors [such as history, social trends, geographic isolation...] that influence word families and the evolution of language</li></ul>	<ul style="list-style-type: none"><li>appreciate variations in language, accent, and dialect in Canadian communities and regions; recognize the derivation and use of words, phrases, and jargon</li></ul>
<b><i>Experiment with Language</i></b> →	<ul style="list-style-type: none"><li>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</li></ul>	<ul style="list-style-type: none"><li>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</li></ul>
<b><i>Create Original Texts</i></b> →	<ul style="list-style-type: none"><li>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</li></ul>	<ul style="list-style-type: none"><li>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</li></ul>

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



**Senior 2**

- recognize the appropriateness of various forms and genres [such as oral presentations, pamphlets, posters...] for various audiences and purposes
- 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
- 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, visuals, and sounds to create effects for particular audiences, purposes, and contexts
- 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**

***Forms and Genres (2.3.1)***

- analyze how various forms and genres are used for particular audiences and purposes

***Techniques and Elements (2.3.2)***

- examine how various techniques and elements are used in oral, print [including books], and other media texts to accomplish particular purposes

***Vocabulary (2.3.3)***

- demonstrate understanding of how vocabulary and idiom affect meaning and impact; use appropriate vocabulary when discussing and creating texts

***Experiment with Language (2.3.4)***

- experiment with language, visuals, and sounds to convey intended meaning and impact

***Create Original Texts (2.3.5)***

- create original texts to communicate ideas and enhance understanding of forms and techniques

**Senior 4**

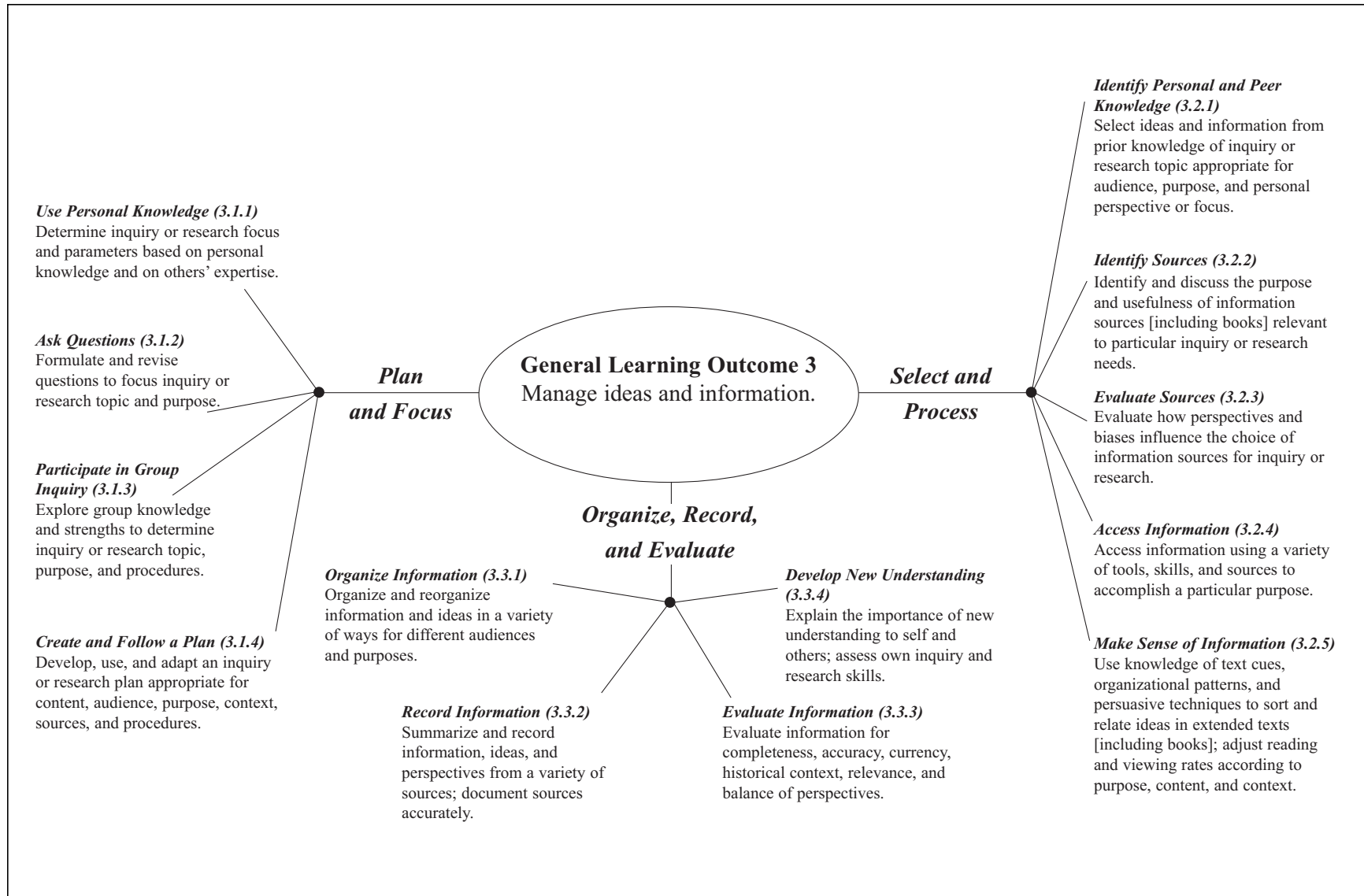
- evaluate the effect of forms and genres on content and purpose
- analyze how various techniques and elements are used in oral, print [including books], and other media texts to accomplish particular purposes
- analyze the impact of vocabulary and idiom in texts; identify how word choice and idiom vary 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 LEARNING OUTCOME 2**

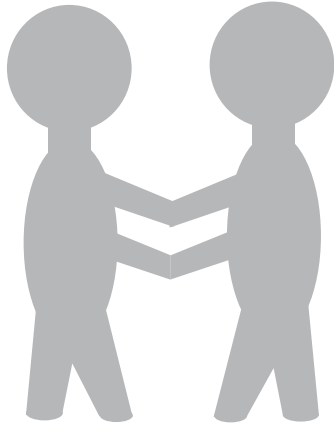
**Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.**



Senior 3 English Language Arts: Comprehensive Focus  
Map of General Learning Outcome 3



### General Learning Outcome 3



### Comprehensive Focus

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

General Learning Outcome 3 is an elaboration of the inquiry process that underlies much of students' work in the Comprehensive Focus. Inquiry projects equip students for the ongoing personal learning that will enrich their lives, and for the demands of an increasingly technological and information-based society. Through inquiry, students learn, practise, and refine their

- *knowledge:* of school and community information sources, of the topics they choose to explore, and of the conventions and forms they use to share their findings
- *skills and strategies:* in collecting, assessing, and organizing information and in sharing it with particular audiences
- *attitudes and habits of mind:* such as curiosity, initiative, independence, organization, collaboration, and promptness

Inquiry is prompted by curiosity and guided by questions. Students in the Comprehensive Focus use inquiry in responding to and learning about texts, for listening, reading, and viewing often provoke questions that the texts themselves cannot answer.

Through inquiry, students also discover and explore topics that become the catalyst for their own writing and production. They collect information that allows them to speak, write, or represent with greater authority. Sources such as books, interviews, oral histories, and film libraries enable students to represent situations and settings outside their experience, stimulating the imagination and allowing for a more nuanced exploration of a topic. Students also use inquiry to explore alternative forms and techniques.

In inquiry projects, students

- learn to determine the information needs of each audience
- develop questions that will be an effective base for inquiry
- survey their personal knowledge and the resources available to them, and determine the most likely sources of needed information
- learn to use a wide range of primary and secondary sources
- appraise and select information for its credibility, relevance, completeness, and suitability to a particular audience
- work individually or collaboratively to develop and implement inquiry plans and time lines
- select the most effective medium and format for presenting new material to a particular audience, exploring and experimenting with a range of oral, print, visual, interactive, and multimedia forms

In attaining the specific learning outcomes of General Learning Outcome 3, students develop knowledge, skills and strategies, and attitudes and habits that enable them to learn independently and function efficiently in their private and public lives.



### 3.1 Plan and Focus

### Senior 3 English Language Arts: Comprehensive Focus

	<b>Grade 8</b>	<b>Senior 1</b>
<i>Use Personal Knowledge</i> →	<ul style="list-style-type: none"><li>determine personal knowledge of a topic to generate possible areas of inquiry or research</li></ul>	<ul style="list-style-type: none"><li>determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research</li></ul>
<i>Ask Questions</i> →	<ul style="list-style-type: none"><li>formulate relevant main and subordinate questions on a topic to establish a purpose for gathering information</li></ul>	<ul style="list-style-type: none"><li>develop focused questions to establish a purpose for reading, listening, and viewing information sources</li></ul>
<i>Participate in Group Inquiry</i> →	<ul style="list-style-type: none"><li>contribute ideas, knowledge, and strategies to help identify group information needs and sources</li></ul>	<ul style="list-style-type: none"><li>generate and access ideas in a group and use a variety of methods to focus and clarify inquiry or research topic</li></ul>
<i>Create and Follow a Plan</i> →	<ul style="list-style-type: none"><li>prepare and use a plan to access, gather, and record in own words relevant information</li></ul>	<ul style="list-style-type: none"><li>prepare and use a plan to access, gather, and evaluate information and ideas from a variety of human, print, and electronic sources</li></ul>

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



**Senior 2**

- determine inquiry or research focus based on personal knowledge and interests and on others' expertise
- formulate questions to focus and guide inquiry or research
- collaborate to determine group knowledge base and to define research or inquiry purpose and parameters
- develop and use an inquiry or research plan to access relevant ideas and information from a variety of sources

**Senior 3**

***Use Personal Knowledge (3.1.1)***

- determine inquiry or research focus and parameters based on personal knowledge and on others' expertise

***Ask Questions (3.1.2)***

- formulate and revise questions to focus inquiry or research topic and purpose

***Participate in Group Inquiry (3.1.3)***

- explore group knowledge and strengths to determine inquiry or research topic, purpose, and procedures

***Create and Follow a Plan (3.1.4)***

- 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 LEARNING OUTCOME 3**

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





**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]

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



**Senior 2**

- select relevant personal and peer knowledge, experiences, and perspectives related to inquiry or research topic
- 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
- determine the credibility, accuracy, and completeness of a variety of information sources for a particular inquiry or research plan
- access information using a variety of tools and sources [such as books, electronic networks, libraries, taped oral histories...]
- 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

**Senior 3**

***Identify Personal and Peer Knowledge (3.2.1)***

- select ideas and information from prior knowledge of inquiry or research topic appropriate for audience, purpose, and personal perspective or focus

***Identify Sources (3.2.2)***

- identify and discuss the purpose and usefulness of information sources [including books] relevant to particular inquiry or research needs

***Evaluate Sources (3.2.3)***

- evaluate how perspectives and biases influence the choice of information sources for inquiry or research

***Access Information (3.2.4)***

- access information using a variety of tools, skills, and sources [such as books, electronic networks, libraries, oral histories...] to accomplish a particular purpose

***Make Sense of Information (3.2.5)***

- 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

**Senior 4**

- evaluate and select ideas and information from prior knowledge of inquiry or research topic appropriate for audience, purpose, and personal perspective or focus
- identify and discuss diverse information sources [including books] relevant to particular inquiry or research needs
- evaluate factors that affect the credibility, authenticity, accuracy, and bias of information sources for inquiry or research
- access information to accomplish a particular purpose within the topic parameters and time available
- 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 LEARNING OUTCOME 3**

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



	<b>Grade 8</b>	<b>Senior 1</b>
<b><i>Organize Information</i></b> →	<ul style="list-style-type: none"><li>• organize information and ideas in order of priority according to topic and task requirements</li></ul>	<ul style="list-style-type: none"><li>• organize information and ideas by developing and selecting appropriate categories and organizational structures</li></ul>
<b><i>Record Information</i></b> →	<ul style="list-style-type: none"><li>• make notes in point form, summarizing major ideas and supporting details; reference sources</li></ul>	<ul style="list-style-type: none"><li>• summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions; reference sources</li></ul>
<b><i>Evaluate Information</i></b> →	<ul style="list-style-type: none"><li>• set aside personal bias to evaluate the relevance and importance of information collected; address information gaps for particular forms, audiences, and purposes</li></ul>	<ul style="list-style-type: none"><li>• 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</li></ul>
<b><i>Develop New Understanding</i></b> →	<ul style="list-style-type: none"><li>• incorporate new information with prior knowledge and experiences; adjust inquiry and research strategies to accommodate changing perspectives and availability of pertinent information</li></ul>	<ul style="list-style-type: none"><li>• reflect on new knowledge and its value to self and the wider community; determine personal inquiry and research strengths and learning goals</li></ul>

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



**Senior 2**

- organize information using appropriate forms [such as charts, diagrams, outlines, electronic databases and filing systems, notes...] for specific purposes
- select and record important information and ideas using an organizational structure appropriate for purpose and information source; document sources accurately
- evaluate information for completeness, accuracy, usefulness, and relevance
- integrate new information with prior knowledge to draw logical conclusions and to refine understanding; consider alternative ways of reaching inquiry or research goals

**Senior 3**

***Organize Information (3.3.1)***

- organize and reorganize information and ideas in a variety of ways for different audiences and purposes

***Record Information (3.3.2)***

- summarize and record information, ideas, and perspectives from a variety of sources; document sources accurately

***Evaluate Information (3.3.3)***

- evaluate information for completeness, accuracy, currency, historical context, relevance, and balance of perspectives

***Develop New Understanding (3.3.4)***

- explain the importance of new understanding to self and others; assess own inquiry and research skills

**Senior 4**

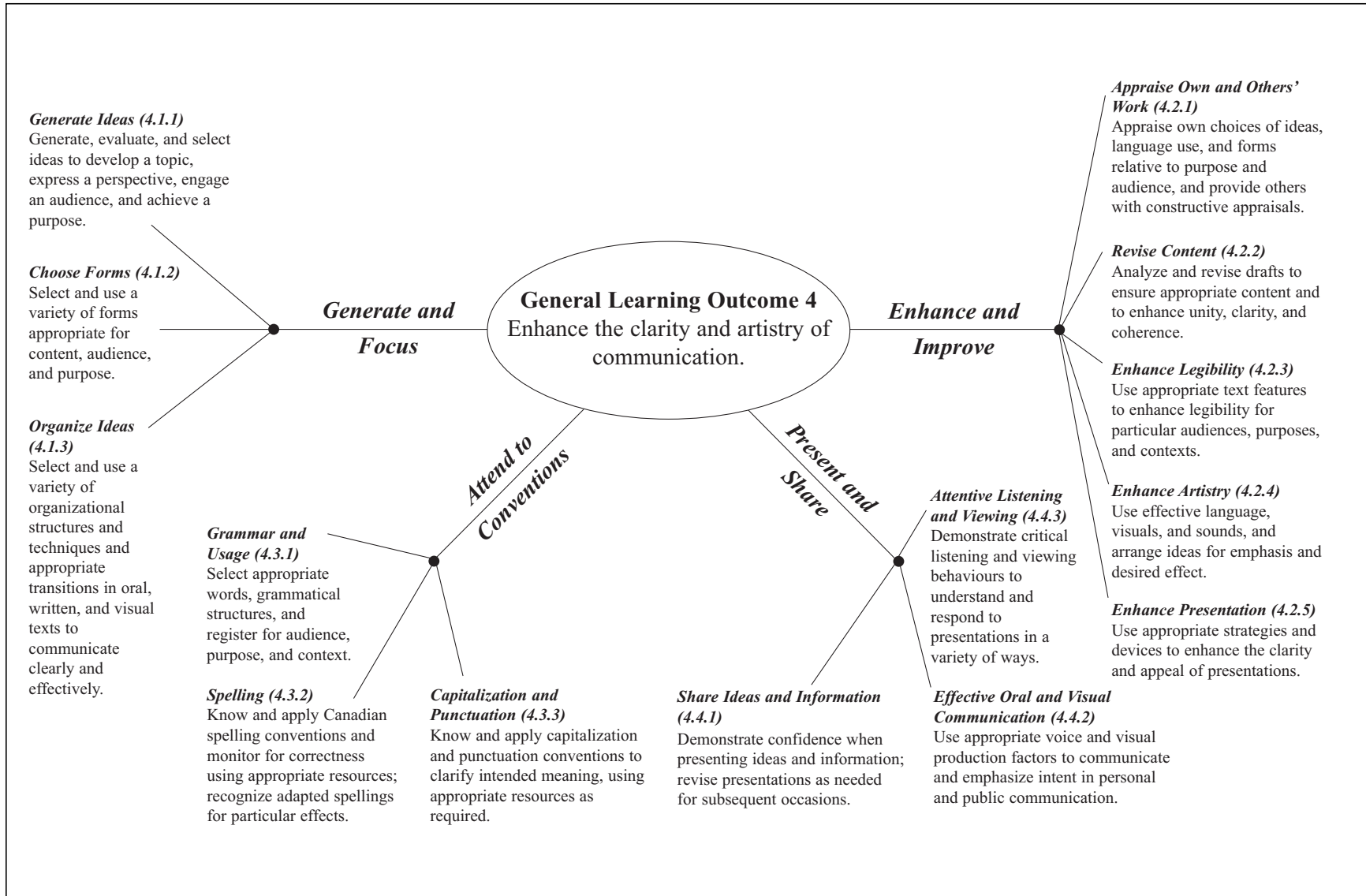
- organize and reorganize information and ideas to clarify thinking and to achieve desired effect
- synthesize and record information, ideas, and perspectives from a variety of sources; document sources accurately
- evaluate information for completeness, accuracy, currency, historical context, relevance, balance of perspectives, and bias
- assess the effect of new understanding on self and others; evaluate the effect of inquiry or research plans and procedures on conclusions

**GENERAL LEARNING OUTCOME 3**

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



### Senior 3 English Language Arts: Comprehensive Focus Map of General Learning Outcome 4



## General Learning Outcome 4



### Comprehensive Focus

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

In attaining the specific learning outcomes of General Learning Outcome 4, students in the Comprehensive Focus produce a wide range of texts to

- share ideas, information, and points of view
- satisfy their creative impulses
- respond to texts they have heard, read, or viewed
- engage, entertain, influence, or move an audience

Approximately half the texts students produce in the Comprehensive Focus are aesthetic, appealing primarily to the imagination, senses, and emotions. The other half accomplishes pragmatic purposes for specific audiences. General Learning Outcome 4 traces the processes by which students generate and focus their ideas, work with others in enhancing and clarifying their oral, written, and visual products, and share what they have created.

The processes students use in generating texts may differ according to the purposes of the texts:

- In creating aesthetic texts, students may generate early drafts as a means of discovering and exploring ideas or forms.
- In generating texts with pragmatic purposes, students begin with explicit purposes and audiences, whose requirements shape all aspects of the texts (i.e., content, form, medium, organizational structure, voice, language register, and diction).

Students learn a wide range of techniques; some of these typify aesthetic texts and others characterize pragmatic communication. They learn to communicate simply and directly through explicit explanation and description, as well as through indirect means such as inference, understatement, tone, and juxtaposition of words or images. They learn to exploit aesthetic properties of language such as rhythm, sound, and shape both for aesthetic and pragmatic purposes, selecting language and techniques that are most effective and most appropriate for their purpose and audience.

The Comprehensive Focus introduces students to a wide range of forms and media and gives them opportunities to experiment with and select the forms and media that best express their intent and suit their purpose. Through exploring and studying a variety of texts, students learn about the structures, strategies, and techniques that allow them to express their vision in powerful ways. They use a variety of media and interactive forms, manipulating visual elements and sound for emphasis and appeal.

In the Comprehensive Focus, students learn strategies and processes for crafting and revision to ensure that every element in a work contributes to its effect:

- As partners and collaborators, they seek and assess feedback on the effect of various techniques and on the success of their communication in accomplishing its purpose.
- As formal audience, they play an important role in allowing each student to experience the satisfaction of informing, persuading, moving, and entertaining others through language.



## 4.1 *Generate and Focus*

## *Senior 3 English Language Arts: Comprehensive 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

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





**Senior 2**

- generate and combine ideas from personal experiences and other sources to focus a topic appropriate for audience and purpose
- experiment with a variety of forms [such as reports, résumés, cover letters, dramatizations, visual representations, short stories...] appropriate for content, audience, and purpose
- 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 Ideas (4.1.1)***

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

***Choose Forms (4.1.2)***

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

***Organize Ideas (4.1.3)***

- 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 LEARNING OUTCOME 4**

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



**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

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



**Senior 2**

- appraise drafts of own work and respond to others' drafts with constructive suggestions on content, language use, and form
- analyze and revise drafts to ensure appropriate content, accuracy, clarity, and completeness
- use appropriate text features [such as underlining, indentation, spacing, margins, left and right justification...] to enhance legibility for particular audiences, purposes, and contexts
- use an appropriate variety of sentence patterns, visuals, sounds, and figurative language to create a desired effect
- experiment with strategies and devices [such as diagrams, sound effects, demonstrations...] to enhance the clarity of presentations

**Senior 3**

***Appraise Own and Others' Work (4.2.1)***

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

***Revise Content (4.2.2)***

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

***Enhance Legibility (4.2.3)***

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

***Enhance Artistry (4.2.4)***

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

***Enhance Presentation (4.2.5)***

- 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

**GENERAL LEARNING OUTCOME 4**

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



4.3 *Attend to Conventions*

*Senior 3 English Language Arts: Comprehensive Focus*

**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

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



**Senior 2**

- 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
- know and apply Canadian spelling conventions for familiar and new vocabulary; monitor for correctness in editing and proofreading using appropriate resources
- know and apply capitalization and punctuation conventions to clarify intended meaning, using appropriate resources as required

**Senior 3**

***Grammar and Usage (4.3.1)***

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

***Spelling (4.3.2)***

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

***Capitalization and Punctuation (4.3.3)***

- 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 LEARNING OUTCOME 4**

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



**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)

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



**Senior 2**

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

***Share Ideas and Information (4.4.1)***

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

***Effective Oral and Visual Communication (4.4.2)***

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

***Attentive Listening and Viewing (4.4.3)***

- 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**

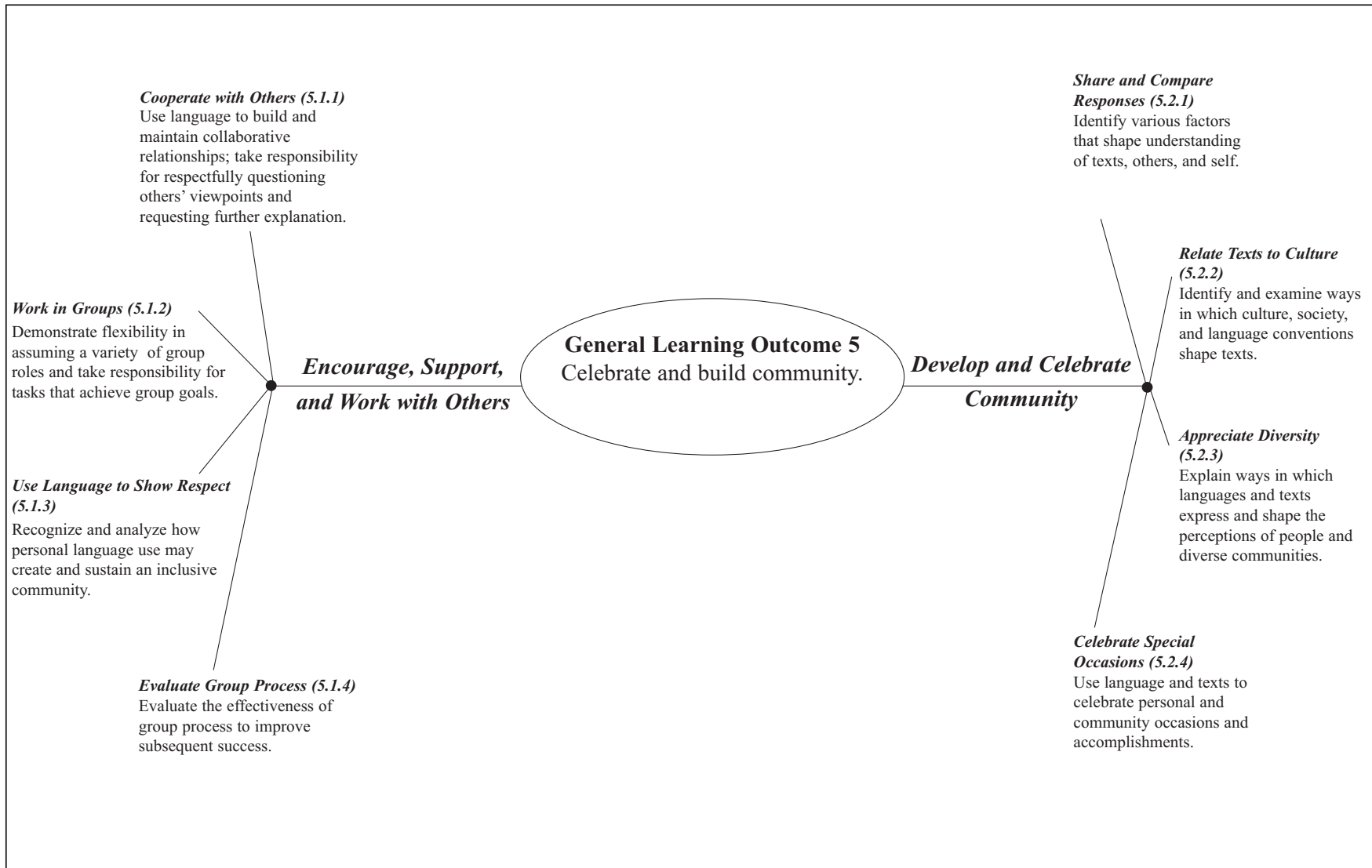
- demonstrate confidence and flexibility in meeting audience needs when presenting ideas and information; adjust presentation plan and pace according to purpose, topic, and audience feedback
- select and adjust appropriate voice and visual production factors that take into account audience knowledge, 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 LEARNING OUTCOME 4**

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



### Senior 3 English Language Arts: Comprehensive Focus Map of General Learning Outcome 5





## General Learning Outcome 5



## Comprehensive Focus

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

Upon entering the Comprehensive Focus, students become part of a community that is fundamental to their learning. As members of this community, students learn to appreciate and respect the diverse ways in which individuals respond to texts. Through discussing the texts they listen to, read, and view, students contribute to the understanding of others and deepen their own understanding. The interaction that is the basis of classroom experiences not only enhances student learning, but also prepares them for the roles they will play in other communities throughout their lives.

The classroom community plays an important role in recognizing accomplishments and celebrating learning through events such as public hearings, publications, book fairs, oral presentations, expositions, broadcasts, and public viewings. The classroom is the base community from which students prepare to share their work with wider audiences. Interacting with others who listen to, read, and view their work helps students become aware of the factors they need to consider in communicating effectively. Students take responsibility for inviting feedback to their work through various groupings and partnerships, and for collaborating in revising and editing. Learning to articulate response and criticism in respectful and encouraging language and learning to receive and reflect on the feedback of others is essential to students' growth.

Students in the Comprehensive Focus discover that almost all texts involve collaboration at some stage. Some texts, such as dramas, magazines, or videos, are collaborative ventures from the outset. Students may also explore the creative possibilities of collaborating in creating a single text (as co-authors of a film script, for example). In other cases, students may work individually in the initial stages of a project, but will eventually seek the support of peers who work as editors, illustrators, video or sound technicians, or publishers. Collaboration provides students with valuable experiences in group processes and in negotiation and consensus building. It requires students to articulate their ideas more fully and so become more aware of their thinking. Students discover that they expand, enhance, and refine their individual creative vision through interaction with others. They learn to assume a variety of roles within a group and to evaluate the effectiveness of group processes.

The Comprehensive Focus promotes an awareness of the ways in which language is used in various cultural contexts to reflect and celebrate human experience. In achieving the specific learning outcomes of General Learning Outcome 5, students

- learn that language choices are governed by audience, context, and purpose and by the role of the speaker, writer, or producer
- learn to be sensitive to the many factors, including cultural considerations, that determine how others are likely to respond
- explore the part that language plays in local, national, and global events, in avoiding misunderstanding and conflicts, in broadening understanding of various perspectives, and in promoting social action
- examine the importance of language in articulating their own culture and that of other communities, and in posing the ethical questions important to their own and other ages

The Comprehensive Focus prepares students for a lifetime of responsible participation in their communities.



**5.1 Encourage, Support, and Work with Others**

**Senior 3 English Language Arts: Comprehensive Focus**

	<b>Grade 8</b>	<b>Senior 1</b>
<i>Cooperate with Others</i> →	<ul style="list-style-type: none"><li>engage in dialogue to understand the feelings and viewpoints of others and contribute to group harmony</li></ul>	<ul style="list-style-type: none"><li>recognize the importance of effective communication in working with others</li></ul>
<i>Work in Groups</i> →	<ul style="list-style-type: none"><li>organize and complete tasks cooperatively and collaboratively; evaluate group productivity and efficiency</li></ul>	<ul style="list-style-type: none"><li>plan, organize, and participate in presentations of group findings</li></ul>
<i>Use Language to Show Respect</i> →	<ul style="list-style-type: none"><li>demonstrate respect for other people’s language, history, and culture</li></ul>	<ul style="list-style-type: none"><li>use inclusive language and actions that support people across races, cultures, genders, ages, and abilities</li></ul>
<i>Evaluate Group Process</i> →	<ul style="list-style-type: none"><li>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</li></ul>	<ul style="list-style-type: none"><li>establish and use criteria to evaluate group process and personal contributions, and propose suggestions for development</li></ul>

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



**Senior 2**

- 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
- demonstrate effective group interaction skills and strategies
- recognize and analyze how language, symbols, and images are used to include or exclude people across cultures, races, genders, ages, and abilities
- evaluate own and others' contributions to group process and provide support where needed

**Senior 3**

***Cooperate with Others (5.1.1)***

- use language to build and maintain collaborative relationships; take responsibility for respectfully questioning others' viewpoints and requesting further explanation

***Work in Groups (5.1.2)***

- demonstrate flexibility in assuming a variety of group roles and take responsibility for tasks that achieve group goals

***Use Language to Show Respect (5.1.3)***

- recognize and analyze how personal language use may create and sustain an inclusive community

***Evaluate Group Process (5.1.4)***

- 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

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



**5.2 Develop and Celebrate Community**

**Senior 3 English Language Arts: Comprehensive Focus**

	<b>Grade 8</b>	<b>Senior 1</b>
<i>Share and Compare Responses</i> →	<ul style="list-style-type: none"><li>• express personal reactions to a variety of experiences and texts and compare them with the reactions of others</li></ul>	<ul style="list-style-type: none"><li>• recognize that differing perspectives and unique reactions enrich understanding</li></ul>
<i>Relate Texts to Culture</i> →	<ul style="list-style-type: none"><li>• recognize ways in which oral, literary, and media texts capture specific elements of a culture or period in history</li></ul>	<ul style="list-style-type: none"><li>• explain ways in which oral, literary, and media texts reflect topics and themes in life</li></ul>
<i>Appreciate Diversity</i> →	<ul style="list-style-type: none"><li>• 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</li></ul>	<ul style="list-style-type: none"><li>• 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</li></ul>
<i>Celebrate Special Occasions</i> →	<ul style="list-style-type: none"><li>• use appropriate language to participate in public events, occasions, or traditions</li></ul>	<ul style="list-style-type: none"><li>• participate in organizing and celebrating special events, recognizing the importance and significance of the influence of language</li></ul>

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



**Senior 2**

- consider various ideas, evidence, and viewpoints to expand understanding of texts, others, and self
- identify and examine ways in which texts reflect cultural and societal influences
- 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
- use effective language and texts [such as organizing commemorative events, making videos to celebrate events...] to celebrate special community occasions and accomplishments

**Senior 3**

***Share and Compare Responses (5.2.1)***

- identify various factors [such as experiences, age, gender, culture...] that shape understanding of texts, others, and self

***Relate Texts to Culture (5.2.2)***

- identify and examine ways in which culture, society, and language conventions shape texts

***Appreciate Diversity (5.2.3)***

- 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

***Celebrate Special Occasions (5.2.4)***

- 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 LEARNING OUTCOME 5**

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