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Course Name

English Language Arts: Comprehensive Focus
English Language Arts: Literary Focus
English Language Arts: Transactional Focus

Grade Level

Grade 12

Course Code

0092
0093
0094

Course Credit

1.0

Discipline Overview

The study of English language arts enables learners to explore, understand and appreciate language and its use in multidimensional ways-critical thinking, communicating, creating, collaborating, reflecting to empower learners to live Mino-Pimatisiwin (the Good Life) and contribute to their communities as global, literate citizens. Language enhances learning and is integrated across all other subjects/disciplines which fosters a love of deep literacy learning. Each learner develops their knowledge and skills through opportunities to listen, speak, read, write, view and represent in a variety of contexts.

The language arts are interrelated and interdependent; strength in one area reinforces and supports the development of skills in another area. All Kindergarten to Grade 12 teachers are teachers of language and contribute to learners' literacy growth in a variety of ways. Literacy is the foundation for all learning, and it is the gateway to self-knowing, being and doing.

Reading and creating texts requires learners to acquire the ability to be multiliterate. The texts that fill the world of today's learners are multimodal as they combine print, digital, oral, and a range of visual modes. The English language arts engage learners in multiple modes of communication (multiliteracies) in and across multiple contexts for the purpose of

experiencing, questioning, investigating, creating, communicating, and reflecting to make sense of information in the world.

Through Kindergarten to Grade 12, learners continuously develop their global competencies in English language arts to build a sense of self, identity, community and knowledge about the world as they engage purposefully as active and responsible participants in their own and others' lives. English language arts spark the imagination, inspire a love for learning and develop appreciation for the rich diversity of human experiences shared through language, literature, and story.

Course Overview

In Grade 12, learners demonstrate a high level of independence and mastery in their use of language across all areas of English Language Arts. They engage confidently in complex academic dialogue, discussion, and debate, using advanced rhetorical strategies, critical reasoning, and refined communication skills to evaluate, challenge, and extend ideas. Students Learners examine how language is used to shape power, identity, and perspective, analyzing the impact of tone, structure, voice, and bias across a wide spectrum of texts.

Grade 12 learners explore sophisticated literary and informational works that span historical periods, global cultures, and diverse genres. They critically evaluate authorial choices, cultural contexts, and thematic content, deepening their understanding of how literature and media reflect, reinforce, and disrupt societal norms and values. Through close reading and comparative analysis, learners synthesize ideas across disciplines, connect texts to real-world issues, and explore ethical, philosophical, and cultural questions with complexity and nuance.

As text creators, Grade 12 learners compose advanced texts for a variety of academic, creative, and professional purposes. They write with purpose, voice, and precision, crafting well-reasoned arguments, literary interpretations, original narratives, and inquiry-based research projects. They apply refined stylistic and structural techniques, demonstrating control over language and a strong sense of audience and context. Through a recursive creative process, they produce polished, impactful work that reflects thoughtful analysis, originality, and clarity. Learners adapt structure and language for a multimedia or group presentation, considering and engaging with audience beliefs, expectations, and biases. By the end of Grade 12, learners are confident communicators, critical thinkers and thoughtful creators, ready to contribute meaningfully to an information-rich and diverse world.

In Grade 12 Comprehensive Focus, learners explore and analyze a wide spectrum of texts and topics in a balanced approach of equal attention to literary and informational forms. This includes texts that use language to represent creative ideas and feelings, or images and language to explain information and viewpoints. As learners experience and compose a variety

of texts within Comprehensive Focus, approximately 50 per cent are literary and 50 per cent informational in purpose.

In Grade 12 Literary Focus, learners explore and analyze a wide spectrum of texts and topics, with an emphasis on forms with literary purposes. This includes texts that use language to represent creative ideas, experiences, feelings, or images. Learners deepen their understanding of literary texts by exploring related informational texts that use language to analyze, convey, or explain information and viewpoints. As creators, learners compose multimodal texts in literary and informational text forms in support of academic purposes. As learners experience and compose a variety of texts within Literary Focus, approximately 70 per cent are literary and 30 per cent informational in purpose.

In Grade 12 Transactional Focus, learners explore and analyze a wide spectrum of texts and topics, with an emphasis on texts with informational purposes. This includes texts that use language to analyze, convey, or explain information and viewpoints, or to prompt an action from the audience. Learners deepen their understanding of informational texts and forms by exploring related literary texts that use language to convey creative expressions and interpretations as well. As creators, learners compose multimodal texts in informational and literary text forms in support of academic purposes. As learners experience and compose a variety of texts within Transactional Focus, approximately 70 per cent are informational and 30 per cent literary in purpose.

Global Competencies in English Language Arts

Critical Thinking

Critical thinking in English language arts involves the intentional process of synthesizing and analyzing ideas using criteria and evidence, making reasoned judgements, and reflecting on the outcomes and implications of those judgments.

When critical thinking as a competency is applied in English language arts, learners:
- find and use sources for specific purposes and for different audiences to share knowledge, explore ideas and deepen thinking.
- evaluate sources for validity and reliability and question assumptions, bias and stereotyping in their own and others' texts.
- connect ideas, patterns and relationships from multiple texts and sources using criteria and evidence to make decisions for different purposes.
- reflect on multiple perspectives, points on view and interpretations to make sense of and respond to texts for purpose, audience and context.

- ask questions and use a variety of thinking processes (e.g., critical, holistic, imaginative, creative, interpretive, computational) to deepen and extend learning.
- analyze, challenge, and make judgments on their own and others' text and ideas, using observations, experiences, and evidence.
- use criteria to make ethical decisions about what and whose stories are told and how they respond to text.
- critically examine the contents of texts evaluating text origin and methods of expression.

Creativity

Creativity in English language arts involves exploring and playing with ideas and concepts to represent thinking, solve problems, explore opportunities, and innovate in unique ways. It is the interaction between intuition and thinking.

When creativity as a competency is applied in English language arts, learners:
- invent, take risks, and reflect on creating possibilities for different purposes, audiences, and contexts.
- respond to uncertainty with curiosity and open-mindedness and ask questions to explore ideas/possibilities and fill information gaps.
- select from and use language and literacy strategies, resources, and sources to explore real world challenges and generate ideas to solve problems.
- create and enhance new ideas by interpreting and integrating information from multiple texts and building off the ideas of others.
- create and adapt plans to meet needs for specific purposes and different audiences.
- test and adapt ideas, plans and designs to make decisions about texts for clarity and effect, including styles of communication and creative uses of conventions.
- reflect on creative processes, iterations and revisions and seek and use feedback to refine designs.

Citizenship

Citizenship in English language arts involves engaging and working towards a more equitable, compassionate, and sustainable world through the development and value of relationships to self, others, and the natural world.

When citizenship as a competency is applied in English language arts, learners:
- understand their perspectives on complex issues, the role of text creators, and how texts represent and promote particular beliefs, values, and ideas.

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- empathize with perspectives that are similar or different than their own and develop strong connections with the natural world.
- welcome and discuss diverse viewpoints, experiences and worldviews to make sense of issues related to others and the natural world.
- evaluate factors and propose solutions to strengthen communities and advocate for themselves, others and the natural world.
- engage with others and attend to the complexities of digital citizenship, intellectual property, and fair use in safe, respectful and positive ways.
- engage in dialogue to fine equitable solutions to social issues that support the well-being of self, others, and the natural world.
- investigate complex moral and ethical issues and conflicts through different lenses to contribute to the betterment of communities.
- research and study topics and ideas to make ethical choices for themselves, others, and the natural world.

Connection to Self

Connection to self in English language arts involves awareness of the related nature of emotional, intellectual, physical, social, cultural, and spiritual aspects of living and learning, and the responsibility for personal growth, well-being..

When connection to self as a competency is applied in English language arts, learners:
- recognize personal strengths, gifts and challenges to develop language and literacies for learning and well-being in all areas of their lives.
- explore their own voice and understand factors that shape and transform their identities.
- recognize and express their feelings and emotions and use appropriate language strategies to support self-regulation and well-being.
- reflect on their decisions, engagement with texts, and others' feedback to monitor their language and literacy growth over time.
- set language and literacy goals to extend learning, broaden experiences, and deepen connections for well-being.
- plan for the future and follow their own lines of inquiry to pursue curiosities, passions, and interests.
- persevere through challenges to understand and create increasingly complex texts.
- adapt and change their language and literacy practices in new and varied contexts and communities.

- recognize their agency and embrace their role in making decisions about their language and literacy learning and well-being.

Collaboration

Collaboration in English language arts involves learning with and from others and working together with a shared commitment to a common goal.

When collaboration as a competency is applied in English language arts, learners:
- seek to understand diverse perspectives, opinions, and ideas to make sense of and respond to increasingly varied and complex texts.
- add to, stretch, and redirect their thinking to deepen and build on others' ideas.
- value and put trust in others' contributions when considering alternative viewpoints and contemplating the actions that can be taken.
- build relationships by actively listening and asking questions of themselves and others to explore topics and ideas.
- work through differences in constructive ways and can compromise, change perspective or resist points of view and opinions.
- use criteria for conversations and collaboration to co-construct meaning with others as they investigate issues, moral dilemmas, and possibilities for social justice.
- commit to using collaboration norms, strategies, and protocols in communities of practice to work toward a collective purpose or common goal.

Communication

Communication in English language arts involves interacting with others and allowing for a message to be received, expressed and understood in multiple ways and for a variety of purposes.

When collaboration as a competency is applied in English language arts, learners:
- recognize, apply and adjust rules and conventions in text to express ideas and emotions.
- consider audience, purpose and context when making decisions about using and combining different modes and forms to communicate ideas.
- understand how their words and actions shape their identity and impact how they tell their own and others' stories.
- use visual, print, and oral signals to enhance understanding when receiving messages in a variety of contexts.
- seek to understand others' ideas, purposes, and messages through actively listening and questioning in a variety of contexts.

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- recognize that diverse perspectives, experiences, and ideas can impact and influence understanding and how we respond to texts.
- use their networks of background knowledge to make sense of texts and deepen their understandings through language and languages.
- make connections to how the English language works and use language in discerning and purposeful ways to build relationships both in person and in digital contexts.
- recognize the importance and impact of particular ways of thinking, doing, creating, and using language to communicate and strengthen communities.

Enduring Understandings

Enduring understandings are the essential big ideas, residing at the heart of all disciplines. They are the principles educators interpret and use to guide planning for the implementation of the English language arts curriculum.

Language and literacies are central to all learning.

Today's learners need a broad communicative repertoire to interact with and navigate multiple forms of text and social contexts.

- *Reflection: How do I design learning experiences and assessment practices so that learners have meaningful opportunities to use language and literacies in all facets of learning?*

Language and literacies are context dependent.

Today's learners will understand how to use language and literacies for different contexts such as navigating different purposes, audiences and cultural contexts.

- *Reflection: How do I recognize and help others to recognize that the ways we use language, and literacies will change based on context?*

Language and literacy learning is complex, continuous, and recursive.

Today's learners will realize that language and literacy learning are dynamic and provide opportunities for learners to return to and reflect on their learning which expands their experiences, interactions, and relationships.

- *Reflection: How do I provide opportunities for learners to broaden, deepen, and transform their language and literacies?*

Language and literacies develop differently for each individual.
Today's learners have unique and diverse ways of developing and expanding their language and literacies.

- *Reflection: How do I learn about and harness the different ways of learning/knowing language and literacies in my classroom?*

Language and literacy learning and use are social.
Today's learners will experience language and literacies through the processes of communication, conversation, and collaboration to make meaning when interacting with text/creators of texts.

- *Reflection: How do I support collaboration in my classroom to build language and literacy among learners?*

Language and literacy demands are evolving.
Today's learners require the capacity and capability to navigate multiples uses of language, multiliteracies and multimodal texts (print, digital, physical, aural/oral, gestural, spatial and visual modes).

- *Reflection: How do I select, use, provide access to, and support the creation of multiple forms and modes of texts in my classroom?*

Language and literacy experiences inform and influence our developing sense of self.
Today's learners are affected by their language and literacies, and this defines how they construct their personal identity. English language arts are essential for all to live Mino-Pimatisiwin (the Good Life). English language arts curriculum acknowledges literacy as a fundamental right and that it is at the heart of the learner's knowing, being and doing.

- *Reflection: How do I learn about the multiple identities of learners in my classroom/school?*

Language and literacies are enacted through inextricably connected practices.
Today's learners will use a range of modes to make and communicate their meaning through language and literacy.

- *Reflection: How do I support focused and intentional teaching within meaningful language and literacy experiences?*

(Source: English Language Arts Curriculum Framework, A Living Document, 2020)

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Learning Outcomes

Strand A: Explore and Discover Language and Literacy

GENERAL LEARNING OUTCOME
ELA.12.A1   Oral Language Communication
Learners will apply listening and speaking skills to receive, exchange and develop ideas for various purposes and audiences.

Listening (Receptive)

ELA.12.A1.1   Listen critically to understand, analyze and interpret point of view, values, and biases, stereotypes, or prejudices from oral information and ideas heard; reflect on the contributions of others to evaluate the effectiveness/credibility/ethics of ideas heard and apply to own understanding.

ELA.12.A1.2   Evaluate and adjust use of supportive non-verbal cues and inclusive social conventions when listening to and receiving the contributions of others to ensure respectful and attentive listening, appreciating multiple perspectives from diverse audiences.

Interacting

ELA.12.A1.3   Evaluate language and synthesize comments from diverse perspectives to create and sustain inclusive dialogue; determine what additional information/research is needed to deepen the investigation or conversation; reflect on personal interactions to ensure that diverse voices and perspectives are actively acknowledged, respected, and valued across varied social and communicative contexts.

ELA.12.A1.4   Ask multifaceted questions considering viewpoints and perspectives to extend breadth and depth of thought; clarify, verify or challenge ideas and conclusions using tactful language to disagree and solve problems.

Speaking (Expressive)

ELA.12.A1.5   Demonstrate mastery, flexibility and creativity when using the rules and structures of oral language (e.g., syntax, verb tense, word choice, grammar) and expanded vocabulary according to different contexts, purposes and audiences; apply the understanding and knowledge of how language functions to clearly articulate and communicate thoughts and ideas.

ELA.12.A1.6   Evaluate language use (e.g., figurative language, rhetorical devices) to enrich meaning and style tailored to the demands of varying contexts, audiences and

communicative goals; reflect on impact of expressive language choices and revise to enhance clarity, tone and effectiveness of the message.

GENERAL LEARNING OUTCOME
ELA.12.A2   Language as the Foundation for Reading and Writing
Learners will develop and apply the understanding of the system of language (knowledge and skills) and language comprehension for reading and writing.

Phonemic Awareness
Consolidation, application and mastery is typically achieved by this grade.

Alphabetic Knowledge
Consolidation, application and mastery is typically achieved by this grade.

Phonics
Consolidation, application and mastery is typically achieved by this grade.

Word Study (Morphology)
ELA.12.A2.4   Analyze and evaluate morphological knowledge, including etymology (study of word origins) to analyze words for deeper understanding/application and accurate spelling of specialized, technical and disciplinary words (e.g., perceive, perception, perceptive, perceptibility).

Vocabulary
ELA.12.A2.5   Apply extensive vocabulary, interpreting how language functions in different contexts, including figures of speech (e.g., paradox, hyperbole); identify the subtle differences/associations in the meaning of words with similar definitions and use appropriately (e.g., courage, bravery, valour, grit, heroism, audacity); use different sources to locate word pronunciations and to clarify precise meanings/parts of speech, including its etymology or standard usage.

Reading Fluency
ELA.12.A2.6   Apply a range of fluency skills and strategies to comprehend and analyze complex text; demonstrate sophisticated pacing which allows for deep analysis, inference and critical reading of ideas, tone, mood and/or perspective.

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Strand B: Comprehend and Respond to Multimodal Texts

GENERAL LEARNING OUTCOME
ELA.12.B1   Acquire New Information
Learners will activate, acquire and build background knowledge through inquiry of diverse topics and engagement with multimodal forms of text (e.g., visual, oral, print, digital, experts, Elders).

Activate Prior Knowledge and Inquire

ELA.12.B1.1   Analyze prior knowledge to develop interpretations and perspectives of a variety of texts; engage in critical reflection to make an inference, prediction or hypothesis; assess the relevance and value of prior knowledge in supporting new understanding.

ELA.12.B1.2   Create complex, analytical questions and engage in independent, interdisciplinary inquiry.

Engage with a Variety of Texts (Read, View, Listen)

ELA.12.B1.3   Engage with a variety of multimodal texts across genres, interests and complexities to reflect or synthesize/solidify what has been learned, connecting new information with prior knowledge.

Review Information

ELA.12.B1.4   Synthesize information from a variety of multimodal texts, considering the source, intended audience, inferred meaning and implicit bias; cite evidence from multiple texts/sources that strongly and thoroughly support analysis, as well as inferences.

GENERAL LEARNING OUTCOME
ELA.12.B2   Construct Meaning
Learners will understand and apply a variety of comprehension strategies to construct the meaning of text and consolidate new information.

Identify Text Cues

ELA.12.B2.1   Critique various text cues (e.g., genres, features, patterns) across a range of multimodal texts; evaluate their effectiveness in achieving different purposes and connecting with diverse audiences.

ELA.12.B2.2   Use and evaluate textual cues and prominent organizational patterns of a range of multimodal texts to construct/confirm meaning and interpretation.

Make Predictions

ELA.12.B2.3   Make predictions using background knowledge and text content and cues; confirm/refute/modify predictions by analyzing a range of text evidence; compare inferences and predictions with others to consider alternative interpretations of writer's message; examine/explain how making, modifying or confirming predictions supports text comprehension.

Make Connections

ELA.12.B2.4   Analyze and critically assess connections between personal experiences, a range of multimodal texts and knowledge of world (e.g., history, events, issues) to develop a depth of understanding and interpretations of texts.

Monitor Understanding - Check and Adjust

ELA.12.B2.5   Apply the use of a broad repertoire of strategies including other sources of information and references (verify reliability) and rhetorical devices (e.g., paradox, juxtaposition, irony), to monitor and extend interpretations of text based on purpose, genre and text complexity (e.g., literary classics, philosophical arguments, technical documents, satire).

Monitor Understanding – Summarize

ELA.12.B2.6   Synthesize and summarize ideas/concepts/themes/viewpoints from individual or multiple texts; construct connections between ideas and maintain integrity to author's message; avoid personal opinions or biases; use summaries to support analysis or arguments.

Consolidate New Knowledge

ELA.12.B2.7   Synthesize and articulate new ideas using discipline specific vocabulary / language; examine how various perspectives (e.g., personal, social, historical) and contexts (e.g., cultural, historical, intellectual) influence the interpretation of text; integrate and apply new knowledge into interdisciplinary learning through various modes and strategies; reflect to refine and deepen understandings.

GENERAL LEARNING OUTCOME
ELA.12.B3   Think Critically about Multimodal Text and Respond
Learners will recognize, analyze, and respond critically to inequities, bias, and viewpoints in texts and ideas.

Analyze Text

ELA.12.B3.1   Critically assess how diversity, inclusion and equity are portrayed/omitted in text; synthesize ideas across multiple texts and collect evidence to support claims about representation, inequities and bias (e.g., *To what extent does this text challenge dominant narratives about race, gender, or identity? What strategies does the author use to do so?*).

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Recognize Facts, Bias and Viewpoints

ELA.12.B3.2   Critique facts, opinions and bias in various texts; identify complex forms of bias (e.g., selective omission (where certain facts are left out to shape the text), confirmation bias (where only evidence supporting a particular perspective is included), framing (how facts are presented in a way that influences interpretation)); evaluate sources and assess the quality of evidence and determine whether it is credible and relevant.

ELA.12.B3.3   Investigate text creator's purpose, background and motivation in selecting a particular point of view; identify how competing viewpoints within/across text(s) interact and how social, cultural, or historical contents influence the presentation of facts and opinions and provoke critical thinking; examine the credibility of sources to form own opinions.

Respond to Text

ELA.12.B3.4   Analyze and synthesize personal, textual, and societal insights to critically reflect on bias/prejudice and its effect; examine how bias/prejudice influences the reader/consumer's worldview or reinforces dominant beliefs; assess how personal identify (e.g., race, gender, socioeconomic background) influences interpretation.

Strand C: Compose and Create Multimodal Texts

GENERAL LEARNING OUTCOME

ELA.12.C1   Generate Ideas, Create Plan and Draft/Prototype

Learners will generate ideas, conduct research, evaluate sources, and design a plan to compose multimodal texts (visual, multimedia, oral, written) for a range of purposes and audiences.

Generate Ideas

ELA.12.C1.1   Select and clarify a topic based on the evaluation of ideas generated from various contexts; focus topic based on purpose, perspective, format and context.

Research Sources

ELA.12.C1.2   Integrate and evaluate multiple sources (e.g., academic texts, expert opinions, digital media); assess conflicting viewpoints, bias; study mentor texts and various author styles; assess reliability across traditional text and digital sources (e.g., audio, video, scholarly databases) to focus/expand ideas.

Create Plan
ELA.12.C1.3   Use a range of strategies and multiple planning tools (e.g., mind maps, outlines, research organizers, interview notes) to plan a narrative, analytical, reflective, or multimodal text.

Choose Form
ELA.12.C1.4   Choose and/or adapt/blend forms for different messages, audiences and purposes; adapt/blend forms more flexibly and creatively to develop a more complex text (e.g., combine narrative with argument (research based), create a script/dialogue to explore opposing viewpoints on a topic).

Create Draft/Prototype
ELA.12.C1.5   Create more complex multimodal texts (e.g., short films, digital portfolio, social media posts, podcasts) by integrating modes (e.g., text, sound, video, interactivity); use varied thinking strategies/maps (e.g., flowchart, storyboards) to draft ideas effectively and creatively; use advance digital platforms to combine design, storytelling, narrative voice and research to create a credible message for an audience.

GENERAL LEARNING OUTCOME
ELA.12.C2   Enhance the Clarity and Artistry of Multimodal Texts
Learners will apply knowledge and understanding of the variables of writing to enhance the clarity, precision and effectiveness of their creations and reflect critically on created text.

Organize Ideas
ELA.12.C2.1   Evaluate and choose appropriate organizational structures to achieve a specific purpose for a particular audience; apply knowledge of the distinctive ways conventional and digital texts are organized (e.g., purpose, particular audience, delivery mode); demonstrate use of impactful techniques and transitions to ensure unity and coherence.

Sentence Structure
ELA.12.C2.2   Reread and use more varied sentence lengths, patterns and structures for emphasis, rhythm and clarity; sentences connect smoothly within and between paragraphs; tone and voice are evident through sentence flow; apply grammatical correctness to communicate meaning for others.

Word Choice
ELA.12.C2.3   Use concise, purposeful, discipline specific words considering a focused purpose, genre, and form; refine word choice to enhance nuance, meaning, and influence audience interpretation.

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Voice/Style

ELA.12.C2.4   Construct voice that is confident, mature and established for purpose and audience; use rhetorical strategies to enhance voice (e.g., hyperbole, metaphor); can shift voice fluidly across genres e.g., (narrative, analytical, argumentative, creative); adjust voice and tone in text deliberately for different forms and audiences.

Revision

ELA.12.C2.5   Refine writing for final publication/presentation; review how the message flows using word choice and purposeful transitions that match audience and purpose; revise to ensure a variety of sentences are used to affect style, tone, and voice; reread for grammatical correctness; reflect critically on feedback received; articulate reasons for changes made to text.

GENERAL LEARNING OUTCOME
ELA.12.C3   Edit and Publish
Learners will apply knowledge of editing to communicate the text clearly and coherently to an audience, using a variety of media, tools and strategies to publish text.

Legibility and Word Processing

ELA.12.C3.1   Write fluently and legibly/polished; quality of communication is prioritized; integrate word processing skills fluently and with proficiency to support thinking processes; demonstrate sophisticated document design and integration of multimedia/digital tools and skills (e.g., creating resumes, reports, digital presentations) for different purposes and audiences; use high-level decision-making about format, tone, and layout.

Spelling

ELA.12.C3.2   Integrate a range of spelling patterns and rules, to accurately spell complex academic or unfamiliar words; apply knowledge of Latin/Greek roots and affixes to spell complex vocabulary; use etymology (study of word origins) to predict/explain spellings, analyze why different spellings are used in different regions or styles and recognize how alternative spellings (e.g., *olde*, *color/colour*, *theatre/theater*) can reflect tone, historical context, regional dialect, or character identity.

Punctuation and Capitalization

ELA.12.C3.3   Apply capitalization precisely across a range of writing genres with attention to style guides, genre-specific conventions, academic writing, job titles (e.g., Dean of Students vs. the dean), formal citations (e.g., MLA, APA), resumes, business communications, and digital publications, etc.

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ELA.12.C3.4   Understand and apply punctuation correctly (e.g., colons, semi-colons, em dash [a long dash used to indicate a pause, an interruption or to create emphasis], ellipses); use punctuation as a stylistic device to shape voice, rhythm, and tone; use punctuation flexibly across genres (formal/informal); understand how punctuation contributes to clarity of message and to the credibility and polish of text.

Publish Final Text

ELA.12.C3.5   Create final copy of a multimodal project, often with a critical lens (e.g., documentary-style videos, digital portfolios, multimedia essays); demonstrate mastery in selecting and integrating modes to enhance message (e.g. multimedia essay using embedded videos, hyperlinks, and visuals to argue a position on a contemporary issue, created for a public audience).

Strand D: Communicate Ideas and Build New Understandings

GENERAL LEARNING OUTCOME

ELA.12.D1   **Share Ideas and Information**

Learners will use a range of multimodal forms of communication (e.g., visual, multimedia, oral and written texts) to share, clarify, and extend ideas/ information for different purposes and audiences.

Express Ideas and Engage Audience

ELA.12.D1.1   Integrate tone, volume and expression with ease; intentionally choose specific delivery style based on audience/context/message; refine delivery for effect and impact to clearly communicate ideas.

ELA.12.D1.2   Utilize a variety of elements (visual and multimedia) to enhance oral and written communication; evaluate sources and effectiveness of elements for an audience.

ELA.12.D1.3   Adapt structure and language for a multimedia or group presentation; anticipate and engage with audience beliefs, expectations, and biases; build smooth flow between points using rhetorical devices and stylistic finesse.

GENERAL LEARNING OUTCOME
ELA.12.D2   Assess and Set Goals
Learners will use metacognition (the ability to think about one's own thinking) to assess their language skills as listeners, speakers, readers, writers, viewers and representers, supporting their grow as independent learners. Learners will set goals and monitor progress.

Self-Assess
ELA.12.D2.1   Analyze, evaluate and review personal growth as a listener speaker reader, writer, viewer and representer and focus on how to approach new challenges through strategic decisions.

ELA.12.D2.2   Use course criteria to assess learning; use tools (e.g., exit tickets/reflection slips, self-quizzes, digital portfolios) to assess own understanding/learning.

Receive and Reflect on Feedback
ELA.12.D2.3   Receive descriptive feedback from others; reflect on how to refine strategies for listening, speaking, reading, viewing, writing or representing.

Set Goals and Monitor Progress
ELA.12.D2.4   Reflect on and set specific short-/ long-term learning goals to continue to develop as a listener, speaker, reader, writer, viewer, representer; plan steps to achieve goal(s).

ELA.12.D2.5   Monitor progress by collecting evidence of learning; track growth towards goal achievement.

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