

English Language Arts

Senior 2

Student Learning Outcomes

Student Learning Outcomes

The Nature of the Student Learning Outcomes

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

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

General Learning Outcomes

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

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



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



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



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



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



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

Specific Learning Outcomes

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

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

Many specific learning outcomes provide examples, enclosed within brackets:

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

Integrating the Learning Outcomes and the Language Arts

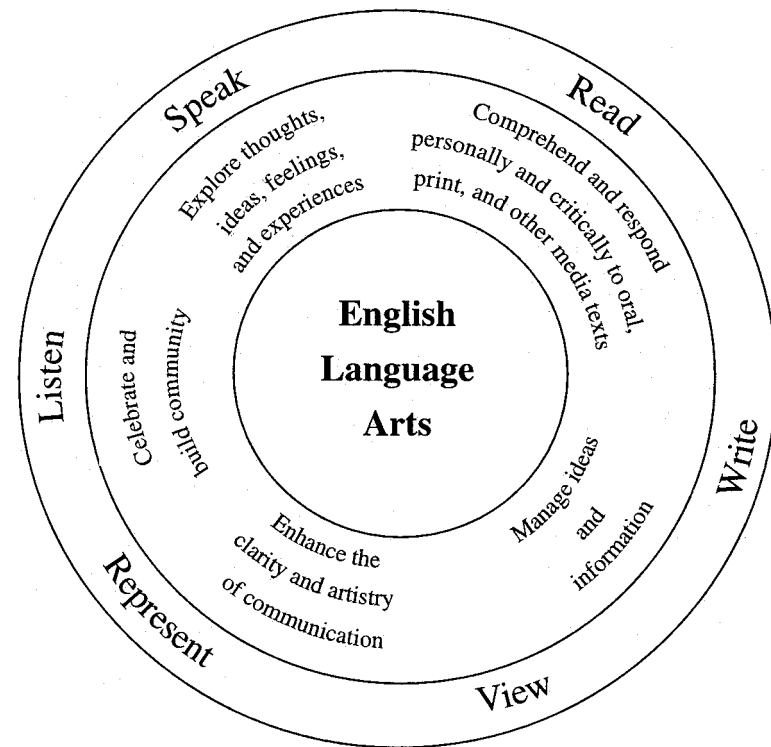
Individual learning outcomes are rarely used in isolation. Rather, effective language arts classrooms frequently address several learning outcomes simultaneously. Many of the outcomes are intended to be addressed at different times through one or a combination of the six language arts.

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

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

An Organizational Framework

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



Guide to Reading the Learning Outcomes

