

Senior 3 English Language Arts: Literary Focus

Student Learning Outcomes

Introduction**Senior 3 English Language Arts: Literary Focus (30S)**

Senior 3 English Language Arts: Literary Focus (hereafter referred to as the Literary Focus) provides students with opportunities to enrich their lives and their understanding of themselves and the world through engagement with aesthetic texts. The Literary Focus emphasizes the aesthetic uses of language: language that enlightens, fosters understanding and empathy, reflects culture, expresses feelings and experience, and brings enjoyment. As listeners, readers, and viewers, students move imaginatively into the worlds created by texts and deepen their appreciation of language. As poets, fiction writers, playwrights, and actors, they explore the aesthetic properties of language to convey experience, ideas, and perspectives.

Students' engagement with texts is fundamental to the Literary Focus. The texts students explore and compose include a variety of informal and formal discourse, ranging from free-writing, conversations, friendly letters, journals, and improvised drama to scripts, poetry, short stories, novels, and videos. These texts fall along a continuum of pragmatic, expressive, and aesthetic language uses, with an emphasis on texts that accomplish aesthetic purposes—that is, texts that use language primarily to capture and represent experience, feelings, or vision and to create an imagined reality. Of the various texts students read and produce within the Literary Focus, approximately 70 percent are aesthetic and 30 percent pragmatic in purpose.

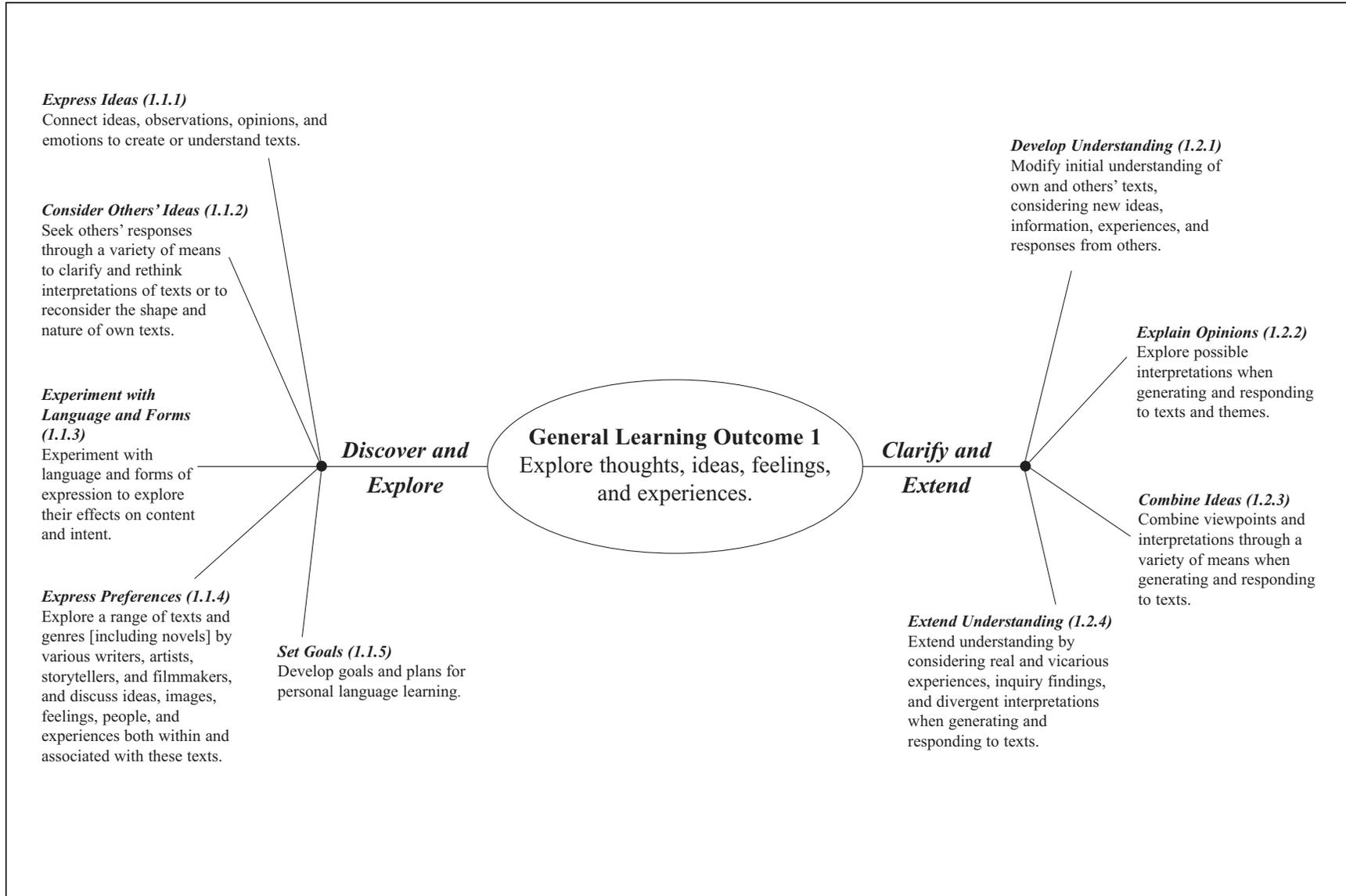
In reading, listening, and viewing for aesthetic purposes, students seek to enter an imaginative experience that illuminates and enlarges their world. Students sometimes deepen their reading of aesthetic texts by exploring related pragmatic texts. They may, for example, gather historic information related to the setting of a novel, or read criticism to explore other interpretations of an aesthetic text. Similarly, in composing texts, students function primarily as poets, playwrights, and filmmakers, rather than as scholars of literature, but they also on occasion produce pragmatic texts. They may, for example, write an allegory with the intention of shaping the attitudes or opinions of the audience, conduct an on-stage interview to explore an issue that emerged from their reading, write a review to assess a performance, or prepare advertising to publicize a drama or poetry reading.

The student learning outcomes within the Literary Focus identify the knowledge, skills and strategies, and attitudes that characterize effective aesthetic communication. Students enhance their skill in reading and appreciating a range of forms, genres, and media, and they learn the conventions of various aesthetic forms. They explore the effect of a range of voices, diction, and forms in self-expression, and they explore the creative potential of collaboration.

The student learning outcomes of the Literary Focus assert the importance of aesthetic texts both in mirroring and in shaping society. The vicarious experiences students encounter in texts enhance their empathy for others and provide them with opportunities to confront the ethical questions of their own and other cultures. The Literary Focus seeks to foster in students an engagement with language that will have a lifelong enriching effect and will contribute to the aesthetic life of communities.



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



**General Learning
Outcome 1**



Literary 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, enables students to discover what they feel and think, what their preferences are, and, ultimately, who they are. Exploratory talk is a major learning strategy, as students make meaning of what they read, articulate their ideas and responses and compare them with those of others, and try out tentative ideas. The entire process of creating an aesthetic text may be exploratory. A poet, video artist, or novelist, for example, may create a work as a means of discovering what he or she wants to say or as a means of exploring a form he or she is interested in using.

Exploratory language is essential in expressing and deepening students' understanding of the texts they listen to, read, and view. Texts written or produced for aesthetic purposes invite diverse responses and allow for a range of interpretations. Many factors shape the meaning students make of texts: the students' prior knowledge, interests, attitudes, and experiences, the situation in which they read the texts, and the inferences they make. Much of this meaning is discovered only through exploratory talk, writing, and visual representation. Exploratory talk and writing enable students to examine why their response to a text differs from that of others, thus learning to know themselves better.

Texts created for aesthetic purposes aim to express something that has never been expressed in quite the same terms before. Texts that succeed in evoking a powerful response from an audience convey a distinctive vision, adopt an authentic voice, and use fresh and arresting language.

Because of the experimentation inherent in aesthetic texts, exploratory language is fundamental at every stage of the creative process:

- *Preparing to speak, write, or represent:* Students talk, improvise, jot, draft, and sketch, as a means of exploring memories and impressions and as a means of reflecting on things they have heard, read, and viewed to discover a catalyst for their texts.
- *Engaging with and producing texts:* Students elaborate on their ideas and explore the suitability and effect of various forms, techniques, voices, points of view, images, sounds, and words.
- *Revising:* Students invite and reflect on the responses of others to their work in order to refine their expression.

Upon entering the Literary Focus, students become part of an aesthetic community. An atmosphere that invites and supports risk taking and creative experimentation is essential. 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. The stories, videos, poems, and other aesthetic texts that students produce will satisfy their creativity and exert a powerful effect on an audience only if their production involves personal and creative exploration. Exploratory language is the fibre of the classroom community, the means by which its members interact, question, grow, and contribute.



1.1 Discover and Explore

Senior 3 English Language Arts: Literary Focus

Grade 8

Senior 1

Express Ideas →

- explore diverse ideas to develop predictions, opinions, conclusions, and understanding

- question and reflect on personal responses, predictions, and interpretations; apply personal viewpoints to diverse situations or circumstances

Consider Others' Ideas →

- integrate new understanding with previous viewpoints and interpretations

- acknowledge the value of others' ideas and opinions in exploring and extending personal interpretations and viewpoints

Experiment with Language and Forms →

- experiment with memorable language to convey personal perceptions, feelings, experiences, thoughts, and ideas in various forms

- use memorable language effectively and experiment with different personas for dynamic self-expression

Express Preferences →

- pursue personal interest in specific genres by particular writers, artists, storytellers, and filmmakers

- discuss with peers preferences for texts [including books] and genres by particular writers, artists, storytellers, and filmmakers

Set Goals →

- self-monitor growth in language learning and use, using predetermined criteria

- reflect on attainment of personal goals for effective language learning and use

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



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 to create or understand texts

Consider Others' Ideas (1.1.2)

- seek others' responses through a variety of means to clarify and rethink interpretations of texts or to reconsider the shape and nature of own texts

Experiment with Language and Forms (1.1.3)

- experiment with language and forms of expression to explore their effects on content and intent

Express Preferences (1.1.4)

- explore a range of texts and genres [including novels] by various writers, artists, storytellers, and filmmakers, and discuss ideas, images, feelings, people, and experiences both within and associated with these texts

Set Goals (1.1.5)

- develop goals and plans for personal language learning [such as reading new genres or authors, experimenting with various writing forms or styles, developing effective storytelling techniques...]

Senior 4

- consider a range of ideas, observations, opinions, and emotions to create or understand texts
- weigh diverse and challenging suggestions and advice to reconsider interpretations of texts or to re-examine the shape and nature of own texts
- vary language uses and forms of expression to discover their potential and limitations for creating particular effects
- explore and discuss how texts and genres [including novels] by various writers, artists, storytellers, and filmmakers contribute to discovering aspects of self and others
- develop goals and plans for future language learning related to the development of personal identity, socio-cultural expression, literary pursuits, and further learning

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: Literary Focus

Grade 8

Senior 1

Develop Understanding →

- discuss the importance of reflecting on prior experiences and knowledge to revise conclusions and understanding

- reflect on new understanding in relation to prior knowledge and identify gaps in personal knowledge

Explain Opinions →

- articulate, represent, and explain personal viewpoints clearly

- review and refine personal viewpoints through reflection, feedback, and self-assessment

Combine Ideas →

- structure and restructure ideas and information in personally meaningful ways to clarify and extend understanding

- structure and restructure ideas and information to extend current understanding and to broaden personal perspectives of the world

Extend Understanding →

- reconsider initial understanding in light of new information, and ask clarifying questions; listen to diverse opinions and recognize ambiguity

- consider diverse opinions, explore ambiguities, and assess whether new information clarifies understanding

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: Literary Focus

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)

- modify initial understanding of own and others' texts, considering new ideas, information, experiences, and responses from others

Explain Opinions (1.2.2)

- explore possible interpretations when generating and responding to texts and themes

Combine Ideas (1.2.3)

- combine viewpoints and interpretations through a variety of means [such as Think–Pair–Share, literary discussion groups on Internet...] when generating and responding to texts

Extend Understanding (1.2.4)

- extend understanding by considering real and vicarious experiences, inquiry findings, and divergent interpretations when generating and responding to texts

Senior 4

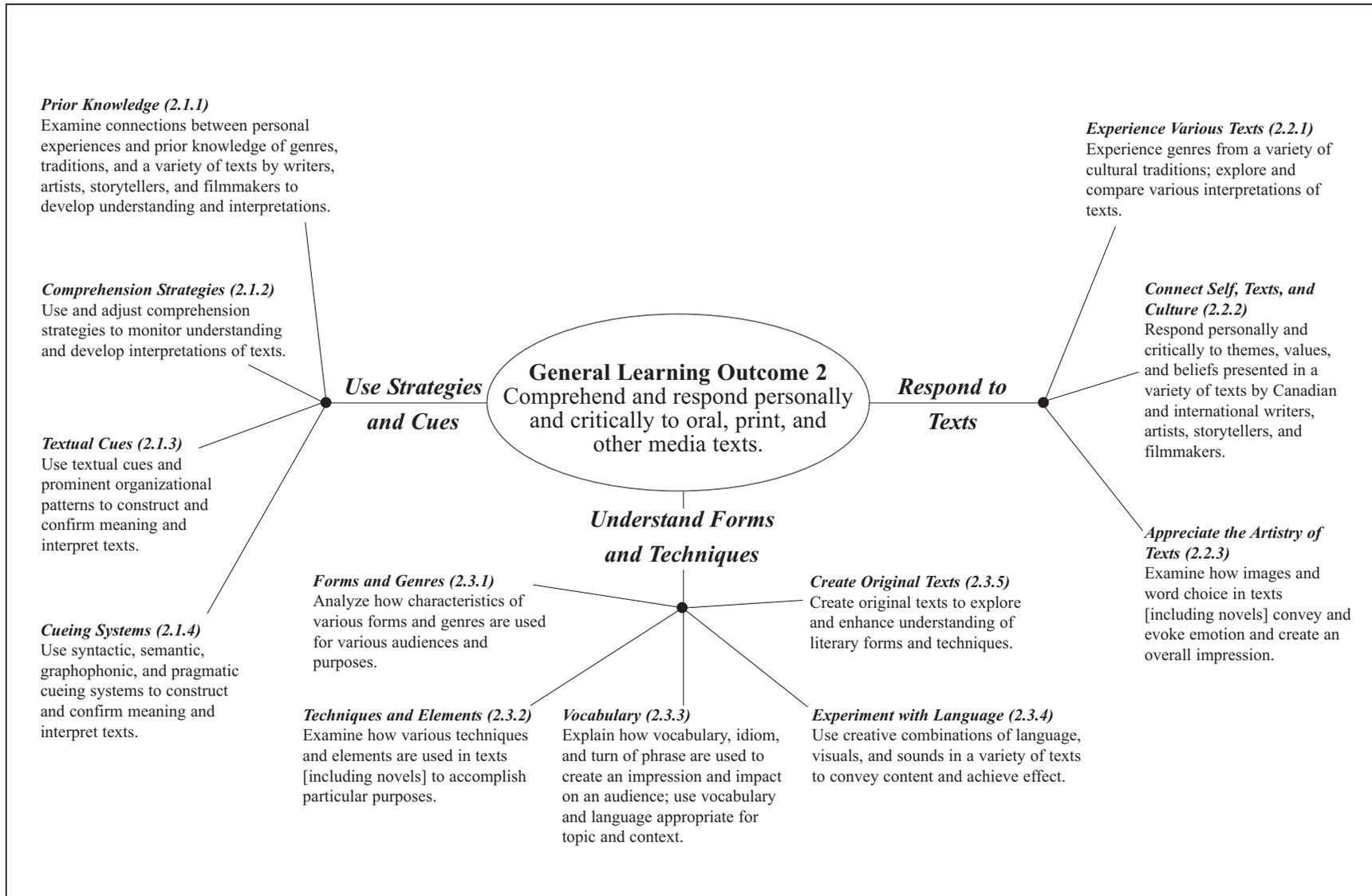
- explain how new ideas, information, experiences, and perspectives clarify interpretations of own and others' texts
- explore assumptions and premises of texts to determine personal perspectives when generating and responding to texts
- revise and recast viewpoints and interpretations through a variety of means [such as role-playing, reordering, restructuring, using alternative forms, changing setting, adding detail...] when generating and responding to texts
- explore and consider the usefulness of particular experiences, interpretations, and information when generating and responding to texts

GENERAL LEARNING OUTCOME 1

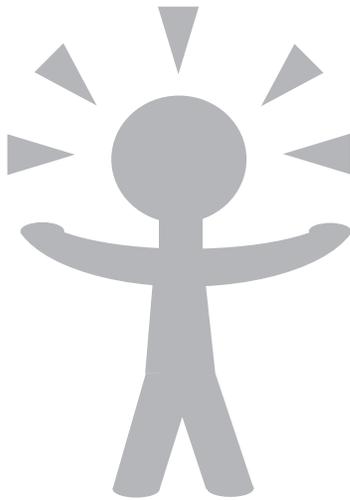
Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.



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



General Learning Outcome 2



Literary Focus

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

In attaining the specific learning outcomes of General Learning Outcome 2, students in the Literary Focus select and approach texts not primarily as scholars of literature, but as listeners, readers, and viewers, entering the worlds of the texts 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. Engagement with texts is fundamental to meaningful listening, reading, and viewing. When they hear, read, and view with aesthetic purposes, students engage with texts first for the aesthetic pleasure the reading offers—for the personal and communal experience of entering imagined worlds—rather than for the information they will take away from the texts.

Classroom instructional and learning strategies help students to

- 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 books) and the ways these shape the meaning they make of the texts
- seek alternative responses and interpretations and reflect on the ways their own thinking might be refined and extended through others' ideas

The strategies students learn are equally important in making meaning of texts with aesthetic and with pragmatic purposes, but these strategies may be applied differently. For example, rather than previewing headings and graphics to set cognitive purposes for reading, readers of aesthetic texts may look at visual features and opening passages and discuss their expectations, for these expectations will shape their responses. Rather than pausing to summarize content, readers engaged with aesthetic texts may pause to reflect on their affective responses and on what elements in the texts and in their experience may account for these responses, or they may pause to consider aspects of the speaker's, writer's, or producer's vision that are at odds with their previous understanding.

General Learning Outcome 2 requires students to respond personally, critically, and creatively to texts. In engaging with aesthetic texts, students ask first: Is this text interesting and enjoyable? Does it convey human experience in a way that I think is authentic or interesting? As students become more adept at engaging with texts, they enter into a mental dialogue with authors or producers, and begin to formulate further critical questions: Why has the author or producer chosen to do things this way and not another? What is it about this text that creates this emotion? All these questions may form the basis of classroom discussion about texts, and 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 speakers, writers, and producers use increases students' 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 analogies, visual compositions, dramatic monologues...] and prominent organizational patterns [such as juxtaposition, stream-of-consciousness...] 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, graphophonic, and pragmatic cueing systems [such as sentence complexity, complex dialogue, allusions and symbols, etymologies, social context...] to construct and confirm meaning and interpret texts

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 genres, traditions, and a variety of texts [such as plays, poetry, novels, short stories, television programs, Internet book/film discussions...] by writers, artists, storytellers, and filmmakers to develop understanding and interpretations
- Comprehension Strategies (2.1.2)**
- use and adjust comprehension strategies [such as inferring character traits and relationships, judging the plausibility of story endings, paraphrasing poetry or film excerpts...] to monitor understanding and develop interpretations of texts
- Textual Cues (2.1.3)**
- use textual cues [such as prologues, stage directions, camera angles...] and prominent organizational patterns [such as acts and scenes, chapters, versification...] to construct and confirm meaning and interpret texts
- Cueing Systems (2.1.4)**
- use syntactic, semantic, graphophonic, and pragmatic cueing systems [such as variety in sentence structure and length, words with multiple connotations, foreign derivations, prefixes and suffixes of specialized vocabulary, social context...] to construct and confirm meaning and interpret texts

Senior 4

- analyze connections between personal experiences and prior knowledge of genres, traditions, and a variety of texts [such as essays, novels, novellas, epic poetry, films...] by writers, artists, storytellers, and filmmakers to develop interpretations
- apply a broad repertoire of appropriate comprehension strategies [such as analyzing artistic choices, recognizing motifs and patterns, supporting interpretations with relevant reasons and textual references...] to monitor understanding and extend interpretations of texts
- use textual cues [such as analogies, visual compositions, dramatic monologues...] and prominent organizational patterns [such as juxtaposition, stream-of-consciousness...] to construct and confirm meaning and interpret texts
- use syntactic, semantic, graphophonic, and pragmatic cueing systems [such as sentence complexity, complex dialogue, allusions and symbols, etymologies, social context...] to construct and confirm meaning and interpret texts

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.



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 genres [such as storytelling, myths and legends, novels, historical dramas...] from a variety of cultural traditions; explore and compare various interpretations of texts

Connect Self, Texts, and Culture (2.2.2)

- respond personally and critically to themes, values, and beliefs presented in a variety of texts by Canadian and international writers, artists, storytellers, and filmmakers

Appreciate the Artistry of Texts (2.2.3)

- examine how images and word choice [such as visual composition, juxtaposition, hyperboles...] in texts [including novels] convey and evoke emotion and create an overall impression

Senior 4

- experience genres [such as Aboriginal literature, oral and written histories and songs, dramatic monologues, novels, international films...] from a variety of historical and cultural traditions; examine various interpretations of texts to revise or extend understanding
- respond personally and critically to perspectives and styles of a variety of texts by Canadian and international writers, artists, storytellers, and filmmakers
- analyze how languages and stylistic choices [such as word choice, images, tone, rhythm, cadence...] in texts [including novels] create an overall impression and engage audiences

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.



2.3 Understand Forms and Techniques

Senior 3 English Language Arts: Literary Focus

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

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 characteristics of various forms and genres [such as sonnets, novels, feature films, scripts...] are used for various audiences and purposes [such as to persuade, inform, entertain, create mood and theme...]

Techniques and Elements (2.3.2)

- examine how various techniques and elements [such as foreshadowing, interior dialogue, juxtaposition, hyperboles, motifs, symbols...] are used in texts [including novels] to accomplish particular purposes

Vocabulary (2.3.3)

- explain how vocabulary, idiom, and turn of phrase [such as figurative language, connotations...] are used to create an impression and impact on an audience; use vocabulary and language appropriate for topic and context

Experiment with Language (2.3.4)

- use creative combinations of language, visuals, and sounds in a variety of texts [such as photo-essays, collages, commemorative presentations...] to convey content and achieve effect

Create Original Texts (2.3.5)

- create original texts [such as poetry, scripts, short stories, storyboarding, children's books...] to explore and enhance understanding of literary forms and techniques

Senior 4

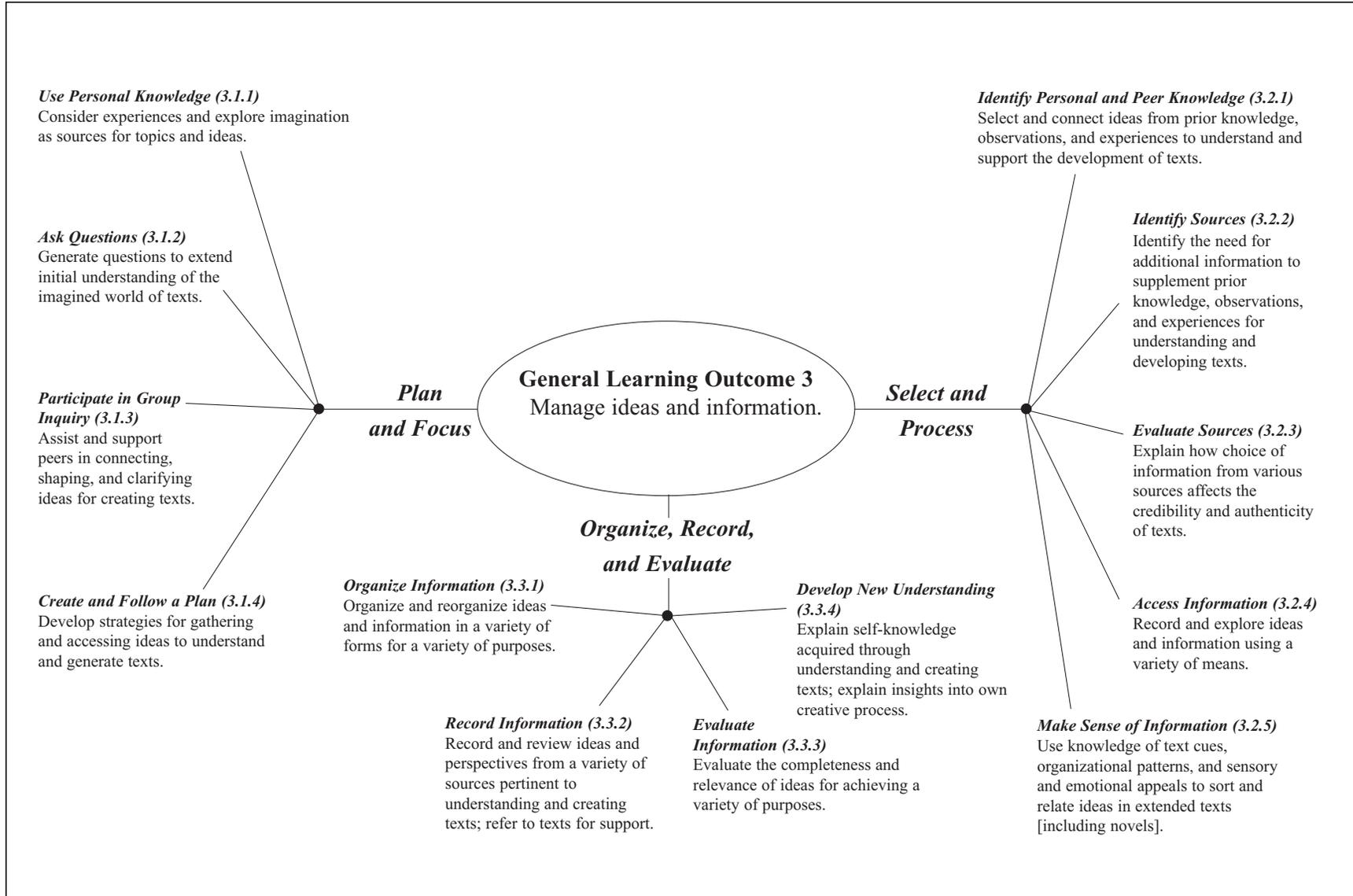
- evaluate the effect of forms and genres [such as dramatic monologues, novels, docudramas...] on content and purpose
- analyze how various techniques and elements [such as irony, understatement, paradox, allegory, camera angles, analogies, parallel structure, cadence...] are used in texts [including novels] to accomplish particular purposes and create an overall impression
- demonstrate appreciation of how vocabulary, idiom, and expression combine to communicate complex ideas and evoke emotional response; use literary language to analyze and create texts
- experiment with and use language, visuals, and sounds to articulate ideas and create a dominant impression, mood, tone, and style
- create original texts [such as sonnets, one-act plays, parodies, pastiches, photographic essays, dramatic monologues...] to explore and enhance understanding of choice of forms according to content

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: Literary Focus Map of General Learning Outcome 3



General Learning Outcome 3



Literary Focus

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

Inquiry includes knowledge, skills and strategies, and habits of mind. Students in the Literary Focus use inquiry in generating texts and in responding to and learning about texts. Through inquiry, students

- discover and explore topics that will become the catalyst for their own creative work
- collect information that allows them to speak, write, or represent with authority
- explore alternative forms and techniques
- acquire information to enhance their understanding and appreciation of the texts they hear, read, and view

Inquiry is prompted by curiosity and guided by questions: Why am I so interested in . . . ? What would it be like to experience . . . ? What social context prompted this author to write this book? How did the producer of this film accomplish this effect?

In listening to, reading, and viewing texts, students may generate questions that the texts themselves cannot answer. Inquiry in the Literary Focus may lead students to other aesthetic texts and to pragmatic texts, including

- mythology and other texts to which a book or film alludes or refers
- texts by other artists of the same period or on the same subject
- letters, memoirs, autobiography, and biography about an artist's life
- historical sources to examine the social context that prompted a work
- reviews and literary criticism to explore the ways in which different audiences have responded to a work
- sources that explain various creative techniques

Inquiry and research also allow the creators of aesthetic texts to represent situations and settings outside their experience. Whether or not the texts they are creating deal with topics outside their experience, students may want to follow the practice of many professional writers and filmmakers in collecting information prior to writing and producing. Resources such as oral histories, vertical files, and film libraries may enable students to create compelling texts that contain authentic details. Personal interviews may deepen students' insight into situations they wish to explore in their work. Students may also want to explore other texts on the subject, find and handle artifacts, and collect sensory data through visiting sites. Through dramatic improvisation and enactments, students may record dialogue and gather information on feelings, physical expressions, or gestures. Even information and artifacts that relate tangentially to students' topics may stimulate the imagination, open new avenues of thought, and allow for a more nuanced exploration of topics.



3.1 Plan and Focus

Senior 3 English Language Arts: Literary Focus

Grade 8

Senior 1

Use Personal Knowledge

- determine personal knowledge of a topic to generate possible areas of inquiry or research

- determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry or research

Ask Questions

- formulate relevant main and subordinate questions on a topic to establish a purpose for gathering information

- develop focused questions to establish a purpose for reading, listening, and viewing information sources

Participate in Group Inquiry

- contribute ideas, knowledge, and strategies to help identify group information needs and sources

- generate and access ideas in a group and use a variety of methods to focus and clarify inquiry or research topic

Create and Follow a Plan

- prepare and use a plan to access, gather, and record in own words relevant information

- prepare and use a plan to access, gather, and evaluate information and ideas from a variety of human, print, and electronic sources

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



3.1 Plan and Focus

Senior 3 English Language Arts: Literary Focus

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)

- consider experiences and explore imagination as sources for topics and ideas

Ask Questions (3.1.2)

- generate questions to extend initial understanding of the imagined world of texts

Participate in Group Inquiry (3.1.3)

- assist and support peers in connecting, shaping, and clarifying ideas for creating texts

Create and Follow a Plan (3.1.4)

- develop strategies [such as keeping journals, revisiting fascinating places...] for gathering and accessing ideas to understand and generate texts

Senior 4

- pursue personal insights and explore alternative information sources for topics and ideas
- explore and question the imagined worlds of texts from a variety of perspectives to understand them and bring them to life
- assist and support peers in shaping and identifying topic and intent and in developing creative approaches
- develop personal preferences and strategies [such as exploring memories of experiences, recording snatches of dialogue...] for understanding and generating texts

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 and connect ideas from prior knowledge, observations, and experiences to understand and support the development of texts

Identify Sources (3.2.2)

- identify the need for additional information to supplement prior knowledge, observations, and experiences for understanding and developing texts

Evaluate Sources (3.2.3)

- explain how choice of information from various sources affects the credibility and authenticity of texts

Access Information (3.2.4)

- record and explore ideas and information using a variety of means [such as interviewing authors, artists, and elders, observing sights and sounds, listening to others' responses...]

Make Sense of Information (3.2.5)

- use knowledge of text cues, organizational patterns [such as flashbacks, chronological order, stream-of-consciousness...], and sensory and emotional appeals [such as empathy, anecdotes, suspense, narrative hooks...] to sort and relate ideas in extended texts [including novels]

Senior 4

- select and connect ideas from prior knowledge, observations, and experiences, and evaluate their usefulness in understanding, developing, and enhancing texts
- determine the appropriateness and value of using diverse sources for understanding and developing texts
- evaluate how choice of information from various sources affects the credibility and authenticity of texts
- record and explore others' ideas and experiences using a variety of means [such as reflecting, interviewing, reading contemporary texts, collecting media clippings...]
- use knowledge of text cues, organizational patterns [such as point of view, stream-of-consciousness, play within a play...], and cognitive and emotional appeals [such as appeals generated by historical context, setting...] to extract, infer, synthesize, organize, and integrate ideas from extended texts [including novels]

GENERAL LEARNING OUTCOME 3

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



3.3 Organize, Record, and Evaluate

Senior 3 English Language Arts: Literary Focus

Grade 8

Senior 1

Organize Information

- organize information and ideas in order of priority according to topic and task requirements

- organize information and ideas by developing and selecting appropriate categories and organizational structures

Record Information

- make notes in point form, summarizing major ideas and supporting details; reference sources

- summarize and record information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opinions; reference sources

Evaluate Information

- set aside personal bias to evaluate the relevance and importance of information collected; address information gaps for particular forms, audiences, and purposes

- distinguish between fact and theory and between main and supporting information to evaluate usefulness, relevance, and completeness; address information gaps for particular forms, audiences, and purposes

Develop New Understanding

- incorporate new information with prior knowledge and experiences; adjust inquiry and research strategies to accommodate changing perspectives and availability of pertinent information

- reflect on new knowledge and its value to self and the wider community; determine personal inquiry and research strengths and learning goals

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 ideas and information in a variety of forms [such as poems, plays, collages...] for a variety of purposes

Record Information (3.3.2)

- record and review ideas and perspectives from a variety of sources pertinent to understanding and creating texts; refer to texts for support

Evaluate Information (3.3.3)

- evaluate the completeness and relevance of ideas for achieving a variety of purposes [such as to inform, entertain, inspire, promote social change...]

Develop New Understanding (3.3.4)

- explain self-knowledge acquired through understanding and creating texts; explain insights into own creative process

Senior 4

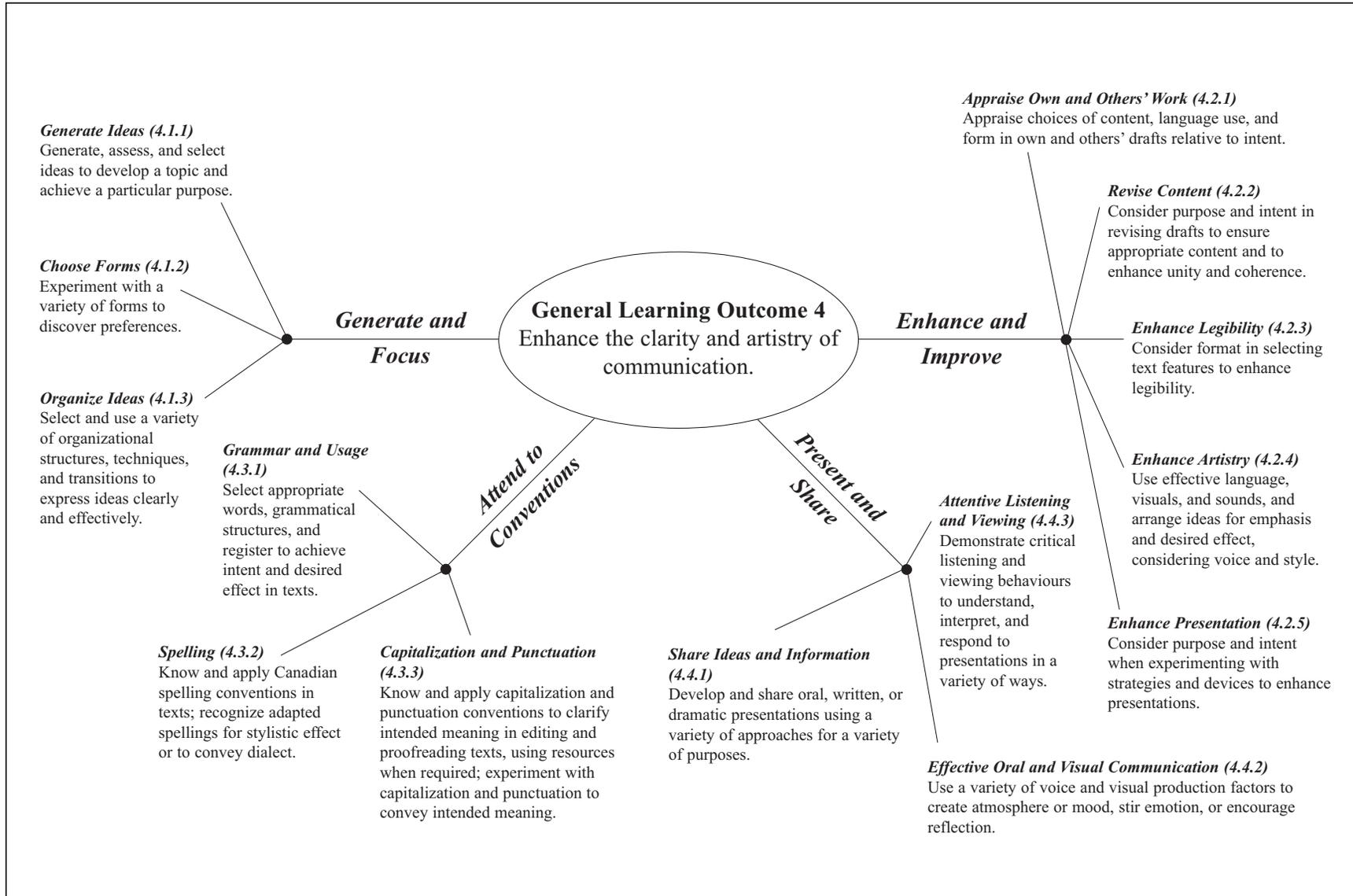
- organize and reorganize ideas to clarify own thinking and to achieve desired effect [such as to create suspense, generate enthusiasm, amuse, inspire...]
- record and synthesize observations, experiences, and responses pertinent to understanding theme, point of view, or context of texts; refer to texts for support
- evaluate the appropriateness of observations, experiences, and inquiry or research for achieving desired purposes [such as to inspire action, evoke sympathy, generate fear, surprise...]
- assess self-knowledge acquired through understanding and creating texts; assess own creative process

GENERAL LEARNING OUTCOME 3

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



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



General Learning Outcome 4



Literary Focus

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

Aesthetic texts set out primarily to appeal to the imagination, senses, and feelings, rather than to provide information. Students create aesthetic texts for a range of personal and public purposes, such as to

- satisfy their creative impulses
- explore and express ideas or feelings that are important to them
- respond to a text they have heard, read, or viewed
- engage, entertain, and move an audience
- contribute new perspectives

The Literary Focus introduces students to a wide range of forms and media for accomplishing these purposes. It gives them opportunities to experiment with and select the forms and media that best express their intent.

The processes students use in creating aesthetic texts are shaped by the nature of aesthetic language. Rather than beginning with an explicit purpose and audience, students may generate early drafts as a means of discovering and exploring an idea or form. Rather than refining texts with the aim of prompting a specific response, students learn techniques that invite a range of audience response. The skills and techniques students practise in the Literary Focus may include

- communicating through indirect means such as inference, understatement, tone, and juxtaposition of words or images
- using devices such as metaphor and symbol
- developing an idea through dialogue, drama, gesture, and concrete detail, rather than through explicit explanation and description
- exploiting aesthetic properties of language such as rhythm, sound, and shape
- experimenting with spelling, capitalization, and punctuation for stylistic effect
- using factual information to enhance their texts

While aesthetic texts are occasionally created spontaneously, the process of most effective speakers, writers, and producers entails extensive crafting and revision to ensure that every element in a work contributes to its effect. Through experiencing and studying a variety of texts, students learn about the structures, strategies, and techniques that allow them to express their vision in powerful ways.

Students in the Literary Focus play an invaluable role as audiences for each others' work:

- As partners in the creative process, they share the meaning they make of the work and provide important feedback on the effect of various techniques.
- As formal audience, they introduce student poets, playwrights, novelists, filmmakers, illustrations, actors, and storytellers to the satisfaction and excitement of entertaining and moving others through language.



4.1 *Generate and Focus*

Senior 3 English Language Arts: Literary 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, assess, and select ideas to develop a topic and achieve a particular purpose [such as to create empathy, commemorate a special event...]

Choose Forms (4.1.2)

- experiment with a variety of forms [such as poems, one-act plays, reflective essays, impromptu speeches...] to discover preferences

Organize Ideas (4.1.3)

- select and use a variety of organizational structures [such as point-example-conclusion, prologue and epilogue, acts and scenes...], techniques, and transitions [such as transitional paragraphs, fade-outs...] to express ideas clearly and effectively

Senior 4

- generate, assess, and select ideas to express thoughts and feelings, clarify intent, and create desired effect
- experiment with and adapt a variety of forms [such as thematic poetry anthologies, formal essays, monologues...] appropriate for content, audience, and self
- evaluate the potential impact of various organizational structures, techniques, and transitions [such as the use of a narrator, extended metaphors, refrains, flashbacks and flashforwards...] in texts to achieve specific purposes 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.



4.2 Enhance and Improve

Senior 3 English Language Arts: Literary Focus

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 choices of content, language use, and form in own and others' drafts relative to intent

Revise Content (4.2.2)

- consider purpose and intent in revising drafts to ensure appropriate content and to enhance unity and coherence

Enhance Legibility (4.2.3)

- consider format in selecting text features [such as illustrations, chapter headings, white space, charts and maps, music...] to enhance legibility

Enhance Artistry (4.2.4)

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

Enhance Presentation (4.2.5)

- consider purpose and intent when experimenting with strategies and devices [such as props, mime, visuals, sound effects, fonts, page layout...] to enhance presentations

Senior 4

- appraise and discuss the appropriateness of own and others' choices of content, form, style, and presentation relative to intent
- consider purpose and intent in analyzing and revising drafts to ensure appropriate content and language and to enhance unity and coherence
- consider format in selecting text features [such as pictures, poetic forms, dramatic script forms, stage setting, diagrams...] to enhance legibility and artistry
- use effective language, visuals, and sounds, and arrange and juxtapose ideas for balance, impression, and originality, considering voice and style
- consider purpose and intent of literary texts when selecting and using strategies and devices [such as tableaux, readers' theatre, dramatic monologues, dramatization, music, voice production factors, collages...] to enhance the power and appeal 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: Literary 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 [such as descriptive, sensory words, varied and complex sentence patterns, authentic dialogue...] to achieve intent and desired effect in texts

Spelling (4.3.2)

- know and apply Canadian spelling conventions [such as “slough” to give local colour...] in texts; recognize adapted spellings for stylistic effect or to convey dialect

Capitalization and Punctuation (4.3.3)

- know and apply capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts, using resources when required; experiment with capitalization and punctuation to convey intended meaning

Senior 4

- analyze and edit texts for word choice, grammatical structures, and register [such as figurative language, periodic and inverted sentences, dialect...] to achieve clarity, artistry, and intent
- know and apply Canadian spelling conventions in texts; attend to spelling conventions that achieve artistic effect [such as dialect and unique speech patterns of characters...]
- know and apply capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; experiment with capitalization and punctuation to convey voice, style, and mood

GENERAL LEARNING OUTCOME 4

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



4.4 Present and Share

Senior 3 English Language Arts: Literary Focus

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)

- develop and share oral, written, or dramatic presentations using a variety of approaches [such as literary circles, readers' theatre, dramatic readings...] for a variety of purposes [such as to express thoughts and emotions, invite response, entertain...]

Effective Oral and Visual Communication (4.4.2)

- use a variety of voice and visual production factors [such as tone, pacing, volume, images, photographs...] to create atmosphere or mood, stir emotion, or encourage reflection

Attentive Listening and Viewing (4.4.3)

- demonstrate critical listening and viewing behaviours to understand, interpret, and respond to presentations in a variety of ways [such as discussing with peers, recounting personal experiences, creating alternatives, using presentations as models...]

Senior 4

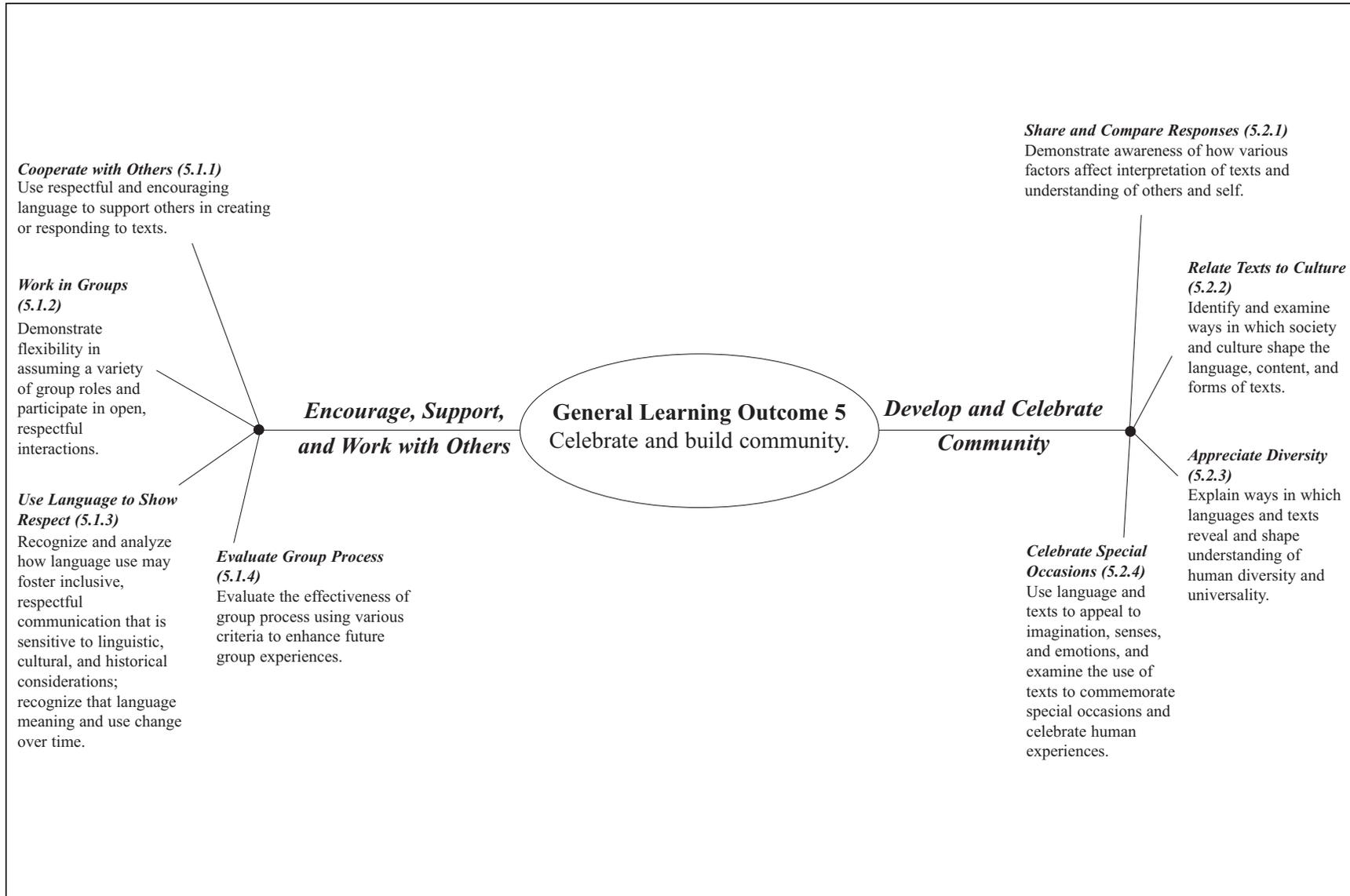
- develop personal styles and techniques to enhance oral, written, or dramatic presentations and to engage audiences
- select and adjust appropriate voice and visual production factors [such as pauses, enunciation, projection, emphasis, props, background music...] to enhance audience enjoyment, satisfaction, and understanding
- evaluate presentations for assumptions, values, and motives of writers, artists, storytellers, and filmmakers, and for the social, ethical, and cultural values portrayed

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: Literary Focus Map of General Learning Outcome 5



General Learning Outcome 5



Literary Focus

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

As members of a learning community, students in the Literary Focus 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 classroom community also provides students with opportunities to discover how others are likely to respond to their own work. 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' creative growth and to their developing an individual creative vision.

Students in the Literary Focus discover that almost all aesthetic texts involve collaboration at some stage. Some texts, such as dramas, magazines, and 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.

The classroom community provides students with a ready audience and with a forum for celebrating their work through dramas, book fairs, publications, exhibits, performances, and readings. The Literary Focus promotes an awareness of the ways in which language is used in various cultural contexts to reflect and celebrate human experience. Students 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 Literary Focus prepares students for a lifetime of active contribution to the aesthetic life of their communities.



5.1 Encourage, Support, and Work with Others

Senior 3 English Language Arts: Literary Focus

Grade 8

Senior 1

Cooperate with Others →

- engage in dialogue to understand the feelings and viewpoints of others and contribute to group harmony

- recognize the importance of effective communication in working with others

Work in Groups →

- organize and complete tasks cooperatively and collaboratively; evaluate group productivity and efficiency

- plan, organize, and participate in presentations of group findings

Use Language to Show Respect →

- demonstrate respect for other people's language, history, and culture

- use inclusive language and actions that support people across races, cultures, genders, ages, and abilities

Evaluate Group Process →

- evaluate the quality of own contributions to group process and set goals and plans for development of personal skills; evaluate group process and plan for group growth

- establish and use criteria to evaluate group process and personal contributions, and propose suggestions for development

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 respectful and encouraging language to support others in creating or responding to texts

Work in Groups (5.1.2)

- demonstrate flexibility in assuming a variety of group roles and participate in open, respectful interactions

Use Language to Show Respect (5.1.3)

- recognize and analyze how language use may foster inclusive, respectful communication that is sensitive to linguistic, cultural, and historical considerations; recognize that language meaning and use change over time

Evaluate Group Process (5.1.4)

- evaluate the effectiveness of group process using various criteria [such as breadth of knowledge and experience, richness of discussion, quality of created text...] to enhance future group experiences

Senior 4

- listen attentively, and contribute and encourage a variety of viewpoints to enhance others' creation of and responses to texts
- demonstrate commitment and flexibility in groups, and support and encourage risk taking to enhance individual and group creations
- recognize inclusive, respectful verbal and non-verbal language and appropriate tone and register according to context; recognize how language choice and use in literary texts reveals perspectives, attitudes, and relationships
- determine the usefulness of group process to achieve a particular goal [such as creating a text, extending personal understanding of or response to a text...]

GENERAL LEARNING OUTCOME 5

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: Literary Focus

Grade 8

Senior 1

Share and Compare Responses →

- express personal reactions to a variety of experiences and texts and compare them with the reactions of others

- recognize that differing perspectives and unique reactions enrich understanding

Relate Texts to Culture →

- recognize ways in which oral, literary, and media texts capture specific elements of a culture or period in history

- explain ways in which oral, literary, and media texts reflect topics and themes in life

Appreciate Diversity →

- interpret the choices and motives of individuals encountered in oral, literary, and media texts and examine how they relate to self and others; discuss personal participation and responsibility in communities

- reflect on ways in which the choices and motives of individuals encountered in oral, literary, and media texts [such as oral stories, novels and poems, magazines and television programs...] provide insight into those of self and others; discuss personal participation and responsibilities in a variety of communities

Celebrate Special Occasions →

- use appropriate language to participate in public events, occasions, or traditions

- participate in organizing and celebrating special events, recognizing the importance and significance of the influence of language

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



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)

- demonstrate awareness of how various factors [such as prior knowledge, experiences, cultural background...] affect interpretation of texts and understanding of others and self

Relate Texts to Culture (5.2.2)

- identify and examine ways in which society and culture shape the language, content, and forms of texts [such as post-modern novels, situation comedies, street theatre...]

Appreciate Diversity (5.2.3)

- explain ways in which languages and texts [such as oral stories, novels, poems, dramas, feature films...] reveal and shape understanding of human diversity and universality

Celebrate Special Occasions (5.2.4)

- use language and texts to appeal to imagination, senses, and emotions, and examine the use of texts to commemorate special occasions and celebrate human experiences

Senior 4

- evaluate diverse ideas, viewpoints, and interpretations to deepen understanding of texts, others, and self
- analyze ways in which cultural, societal, and historical factors shape texts and how texts influence, define, and transmit culture and embody evolving tradition
- analyze ways in which languages and texts [such as oral stories, novels, dramas, feature films...] reveal, explain, and transform the human condition
- use language and texts to develop a sense of community and understanding of the human condition, and analyze the use of language and texts to honour individuals and to mark significant occasions

GENERAL LEARNING OUTCOME 5

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