

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

Student Learning Outcomes

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

In Senior 3 English Language Arts: Transactional Focus (hereafter referred to as the Transactional Focus), students learn a range of knowledge, skills and strategies, and attitudes that help them function more effectively in various communities, from the classroom to the global community. The Transactional Focus emphasizes the pragmatic uses of language: language that informs, directs, persuades, plans, analyzes, argues, and explains. In attaining the learning outcomes of the Transactional Focus, students engage with and compose texts primarily for pragmatic purposes: to gain information or discern another point of view, to compare and weigh ideas, and to conduct daily transactions. The Transactional Focus addresses a variety of informal and formal discourse, ranging from notes, telephone calls, and oral discussions to reports, feature articles, formal presentations, business letters, and documentaries.

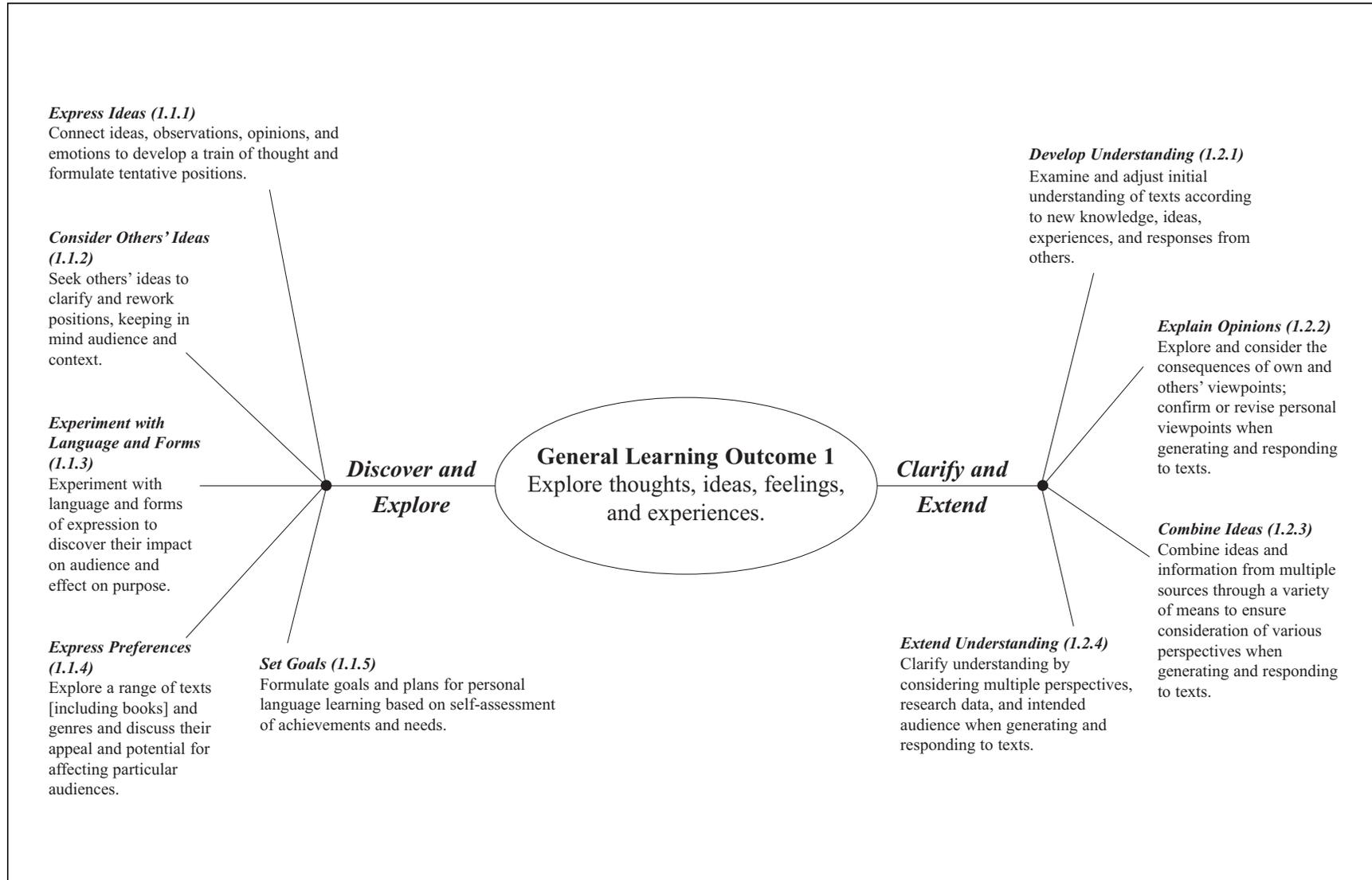
Of the various texts students read in the Transactional Focus, approximately 70 percent are pragmatic and 30 percent aesthetic in purpose. Texts for the Transactional Focus are selected on the basis of purpose, with an emphasis on texts that use language primarily to convey information or viewpoints, or to prompt an action from the audience. Some of these texts, such as non-fiction books, instructions, and handbooks, use highly pragmatic language, while others, such as documentaries, travel articles, and creative non-fiction, have pragmatic purposes but convey information or viewpoints through language that has an aesthetic effect. The texts students produce in the Transactional Focus are pragmatic in purpose; however, students may use highly aesthetic language to compose texts, such as advertisements, that accomplish pragmatic purposes.

The student learning outcomes of the Transactional Focus identify the knowledge, skills and strategies, and attitudes that characterize effective pragmatic communication. Because pragmatic communication is audience-specific, students enhance their skill in shaping communication for their audience. They learn the conventions of various pragmatic forms and the purpose and effect of these conventions. As listeners, readers, and viewers, they examine the effect of various language techniques and learn to assess information for accuracy, logic, and relevance. As speakers, writers, and representers, they learn to express themselves clearly, logically, and with an intended effect and to select a tone appropriate to their purpose. Through a wide range of projects and learning activities, students learn to use and interpret a variety of oral, print, and other media texts, to manage data and information efficiently, and to plan and work collaboratively.

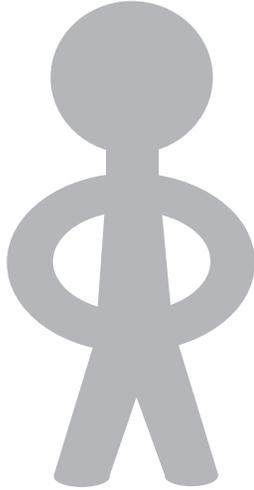
The learning outcomes of the Transactional Focus recognize that the literacy demands placed on students in a technological and information-oriented society are greater than ever before. The Transactional Focus helps students to deal with the vast array of information with which they are presented daily, and to think critically and independently in order to function as responsible citizens.



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



## General Learning Outcome 1



### Transactional Focus

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

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

- explore the speaker's, author's, or producer's stance and purpose
- identify the target audience
- examine the various devices used in a text to appeal to reason and emotion
- identify their own response to the issues and ideas addressed in the text

Exploratory language is also inherent in the process of generating texts. Whether students are communicating for private or public reasons, they use exploratory language in establishing audience and purpose. Students may generate texts such as editorials or documentaries because they feel strongly about an issue and wish to influence others. Exploratory language is the means of identifying exactly what they want to say and to whom. Alternatively, they may act as spokespersons for others: to generate an advertising or public relations campaign or to write a speech or report. Students use exploratory language as a means of exploring what they are expected to communicate and what their personal and ethical limits are with respect to this communication.

Successful pragmatic texts are crafted to communicate clearly to a specific audience. Exploratory language is important at every stage of the process of generating texts:

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

An atmosphere that invites and supports exploration and risk taking is essential to the Transactional Focus. To produce precise and forceful texts, students experiment with various media, forms, techniques, images, sounds, and words. Through interaction with others, they learn to seek and consider alternative perspectives and to try out new positions. Exploratory language is the fibre of the classroom community, the means by which its members question, grow, and contribute.



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

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



**Senior 2**

- consider the potential of emerging ideas through a variety of means [such as talking, mapping, writing journals, rehearsing, drafting, role-playing, brainstorming, sketching...] to develop tentative positions
- seek and consider others' ideas through a variety of means [such as interviews, Internet discussion groups, dialogue...] to expand understanding
- demonstrate a willingness to take risks in language use and experiment with language and forms of expression [such as word choice, dramatic presentations, media interviews...]
- pursue and expand interests and ideas through sharing reactions to and preferences for particular texts [including books] and genres by various writers, artists, storytellers, and filmmakers
- assess personal language learning and select strategies to enhance growth in language learning

**Senior 3**

***Express Ideas (1.1.1)***

- connect ideas, observations, opinions, and emotions to develop a train of thought and formulate tentative positions

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

- seek others' ideas to clarify and rework positions, keeping in mind audience and context

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

- experiment with language and forms of expression to discover their impact on audience and effect on purpose

***Express Preferences (1.1.4)***

- explore a range of texts [including books] and genres and discuss their appeal and potential for affecting particular audiences

***Set Goals (1.1.5)***

- formulate goals and plans for personal language learning [such as using visuals, making effective presentation, enhancing clarity of design...] based on self-assessment of achievements and needs

**Senior 4**

- consider the relative merits of a range of ideas, observations, opinions, and emotions to reformulate or strengthen tentative positions
- assess diverse, challenging information and questions and alternative perspectives to clarify own ideas and positions
- vary language uses and forms of expression to discover their impact on audience and effect on purpose
- investigate how various topics, texts [including books], and authors influence decisions, perspectives, goals, and life pursuits
- formulate goals and plans to direct language learning related to daily life, citizenship, employment, 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: Transactional Focus**

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

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



**Senior 2**

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

**Senior 3**

***Develop Understanding (1.2.1)***

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

***Explain Opinions (1.2.2)***

- explore and consider the consequences of own and others' viewpoints; confirm or revise personal viewpoints when generating and responding to texts

***Combine Ideas (1.2.3)***

- combine ideas and information from multiple sources through a variety of means [such as pro-con charts, alternative Internet search engines, comparison tables...] to ensure consideration of various perspectives when generating and responding to texts

***Extend Understanding (1.2.4)***

- clarify understanding by considering multiple perspectives, research data, and intended audience when generating and responding to texts

**Senior 4**

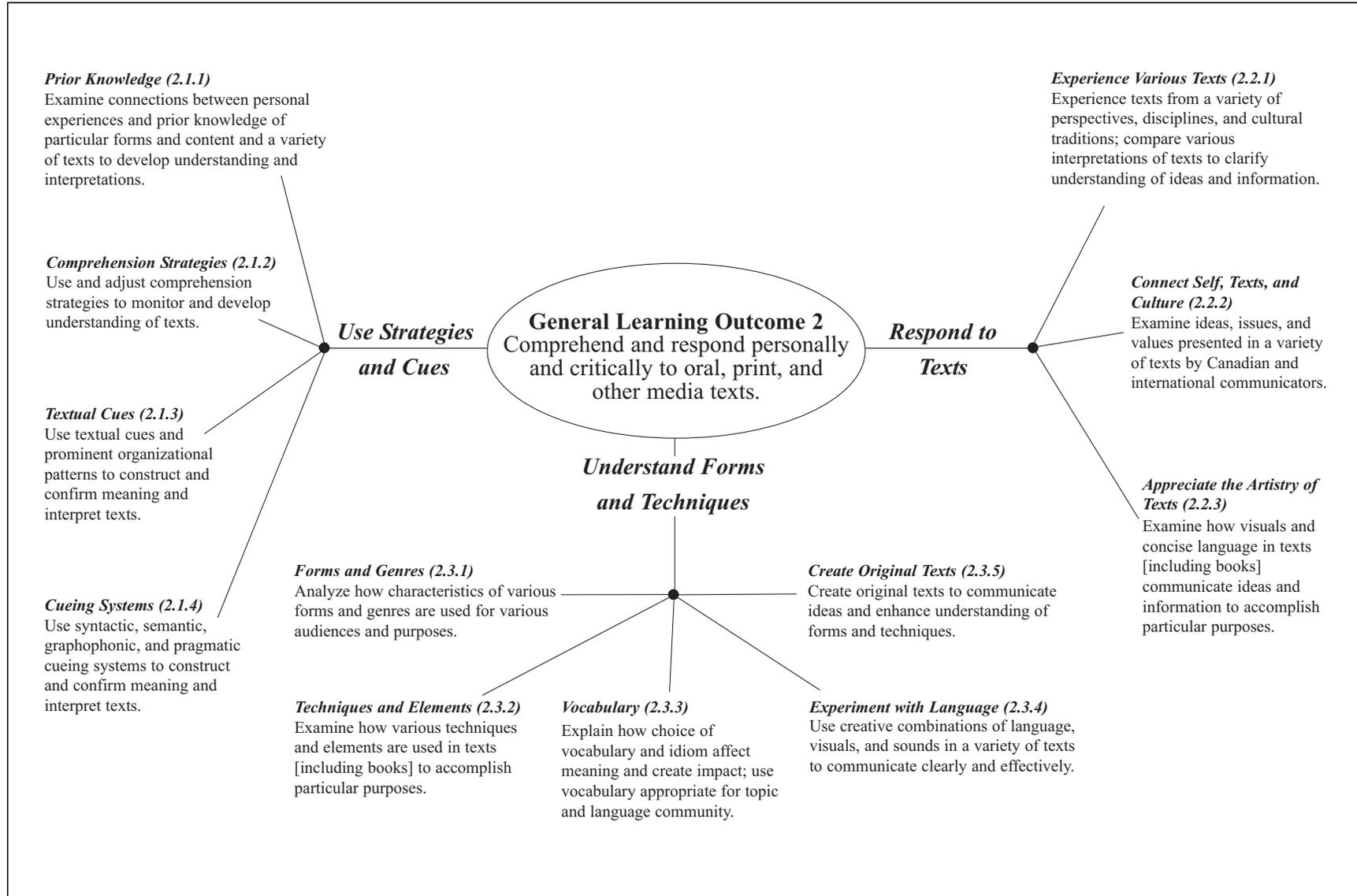
- explain how new knowledge, ideas, experiences, and perspectives reshape understanding of own and others' texts
- explore multiple viewpoints on an issue or topic and identify aspects for further investigation; evaluate implications of differing perspectives when generating and responding to texts
- consider ideas and information from multiple sources to identify their relative importance when generating and responding to texts; anticipate audience responses through a variety of means [such as rating scales, flow charts...]
- extend understanding by considering multiple perspectives, research data, and audience diversity [such as culture, age, gender...] when generating and responding to texts

**GENERAL LEARNING OUTCOME 1**

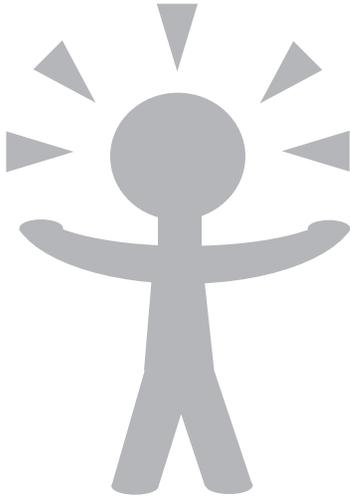
**Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.**



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



## General Learning Outcome 2



### Transactional 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 Transactional Focus approach texts principally for pragmatic purposes, for the information they take away from the texts. When students come to texts with a pragmatic stance, their listening, reading, and viewing may be seen as problem-solving activities. The pragmatic use of language may narrow the range of possible responses and interpretations more than the aesthetic use of language; however, in working with pragmatic texts, students continue to engage in a process of making meaning.

Classroom instructional and learning strategies help students to

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

Students' skill in listening to, reading, and viewing pragmatic texts is fundamental to their success in all other academic areas and to their ability to operate effectively in society. The Transactional Focus reviews and reinforces a range of strategies for scanning, skimming, and in-depth reading of pragmatic texts, including graphics, print, and other media. By Senior 3, students have a high degree of metacognition and are able to select and adjust listening, reading, and viewing strategies according to the type of text, their own degree of prior knowledge on the topic, and their task.

As listeners, readers, and viewers, students in the Transactional Focus develop skills and strategies in

- identifying the purpose and intended audience of texts
- assessing the clarity of exposition, the logic of arguments, the validity of proof, and the power of persuasive devices
- assessing the effectiveness of various forms and devices
- recognizing the ways in which forms, genres, and techniques are determined by purpose and audience
- comparing the language used in various texts and other media on the same topic
- recognizing that the medium of a communication shapes its meaning

Greater awareness of the forms and techniques writers and producers use increases students' skill in reading critically and adds to the repertoire of forms and techniques they use in their own work.



	Grade 8	Senior 1
<i>Prior Knowledge</i> →	<ul style="list-style-type: none"><li>• make connections between previous experiences, prior knowledge, and a variety of texts, and apply them to new contexts</li></ul>	<ul style="list-style-type: none"><li>• analyze and explain connections between previous experiences, prior knowledge, and a variety of texts [including books]</li></ul>
<i>Comprehension Strategies</i> →	<ul style="list-style-type: none"><li>• 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</li></ul>	<ul style="list-style-type: none"><li>• 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</li></ul>
<i>Textual Cues</i> →	<ul style="list-style-type: none"><li>• use textual cues [such as the structures and elements of specific genres...] to construct and confirm meaning and interpret texts</li></ul>	<ul style="list-style-type: none"><li>• use textual cues [such as common literary, expository, and media text structures...] and prominent organizational patterns [such as chronology, cause and effect, comparison and contrast, problem and solution...] within texts to construct and confirm meaning and interpret texts</li></ul>
<i>Cueing Systems</i> →	<ul style="list-style-type: none"><li>• 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]</li></ul>	<ul style="list-style-type: none"><li>• use syntactic, semantic, and graphophonic cueing systems [including context clues; structural analysis to identify foreign roots, prefixes, and suffixes] to construct and confirm meaning and interpret texts [including meaning of specialized and technical vocabulary]</li></ul>

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



**Senior 2**

- 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 particular forms and content and a variety of texts [such as books, research reports, interviews, articles...] to develop understanding and interpretations
- Comprehension Strategies (2.1.2)**
- use and adjust comprehension strategies [such as skimming to preview texts, varying and adjusting reading and viewing rates to accomplish purpose, paraphrasing and summarizing, remembering pertinent information...] to monitor and develop understanding of texts
- Textual Cues (2.1.3)**
- use textual cues [such as visual images, sound tracks, structured overviews, headings and subheadings, summaries...] and prominent organizational patterns [such as generalizations, examples...] to construct and confirm meaning and interpret texts
- Cueing Systems (2.1.4)**
- use syntactic, semantic, graphophonic, and pragmatic cueing systems [such as subject-verb-object sequences and qualifiers, prefixes and suffixes of technical vocabulary, acronyms, social context...] to construct and confirm meaning and interpret texts

**Senior 4**

- analyze connections between personal experiences and prior knowledge of particular forms and content and a variety of texts [such as demonstrations, books, technical reports, editorials, multimedia presentations...] to develop interpretations and perspectives
- apply a broad repertoire of appropriate comprehension strategies [such as following inductive and deductive arguments, detecting biases or logical fallacies, assessing plausibility, paraphrasing arguments...] to monitor and develop understanding of texts
- use textual cues [such as colour, debate rebuttals, news story formats...] and prominent organizational patterns [such as proposition and support, hierarchical structures, data matrices...] to construct and confirm meaning and interpret texts
- use syntactic, semantic, graphophonic, and pragmatic cueing systems [such as transitional sentences, specialized symbols and codes, 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 texts [such as traditional knowledge, ethnic/arts/community newspapers, books, docudramas...] from a variety of perspectives, disciplines, and cultural traditions; compare various interpretations of texts to clarify understanding of ideas and information

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

- examine ideas, issues, and values presented in a variety of texts by Canadian and international communicators [such as writers, photo-journalists, commentators...]

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

- examine how visuals and concise language [such as choice of fonts, short and medium sentences, precise nouns, active voice, tables, graphs...] in texts [including books] communicate ideas and information to accomplish particular purposes

**Senior 4**

- experience texts [such as debates, oral and written historical accounts, books, editorials...] from a variety of perspectives, disciplines, and cultural traditions; analyze various interpretations of texts to revise or confirm understanding of ideas and information
- analyze and critique perspectives and styles of a variety of texts by Canadian and international communicators [such as editors, television producers, lecturers...]
- analyze how language and stylistic choices [such as word choice, graphics, sounds, non-verbal cues...] in texts [including books] communicate intended meaning and create effect

**GENERAL LEARNING OUTCOME 2**

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



	<b>Grade 8</b>	<b>Senior 1</b>
<b><i>Forms and Genres</i></b> →	<ul style="list-style-type: none"><li>demonstrate appreciation for the appropriate use of various forms and genres according to purpose, audience, and content</li></ul>	<ul style="list-style-type: none"><li>explain preferences for particular forms and genres of oral, literary, and media texts</li></ul>
<b><i>Techniques and Elements</i></b> →	<ul style="list-style-type: none"><li>identify a variety of techniques [such as characterization, word choice, framing, angle...] used to create particular effects or to portray various cultures in oral, literary, and media texts</li></ul>	<ul style="list-style-type: none"><li>examine the use of a variety of techniques [including establishing setting, characterization, and stereotyping] to portray gender, cultures, and socio-economic groups in oral, literary [including books], and media texts</li></ul>
<b><i>Vocabulary</i></b> →	<ul style="list-style-type: none"><li>explore factors [such as history, social trends, geographic isolation...] that influence word families and the evolution of language</li></ul>	<ul style="list-style-type: none"><li>appreciate variations in language, accent, and dialect in Canadian communities and regions; recognize the derivation and use of words, phrases, and jargon</li></ul>
<b><i>Experiment with Language</i></b> →	<ul style="list-style-type: none"><li>identify creative uses of language in popular culture [such as commercials, advertisements, rock videos...]; explain how imagery and figures of speech create tone and mood in texts</li></ul>	<ul style="list-style-type: none"><li>examine creative uses of language in popular culture [including advertisements, magazines, and music]; recognize how figurative language and techniques create a dominant impression, mood, tone, and style</li></ul>
<b><i>Create Original Texts</i></b> →	<ul style="list-style-type: none"><li>create original texts [such as descriptions, panel discussions, impersonations, collages, timelines, documentary videos, journals or diaries...] to communicate and demonstrate understanding of forms and techniques</li></ul>	<ul style="list-style-type: none"><li>create original texts [such as video scripts, debates, editorials, audiotapes with voice and music, speeches, readers' theatre, formal essays, letters, advertisements...] to communicate and demonstrate understanding of forms and techniques</li></ul>

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



**Senior 2**

- recognize the appropriateness of various forms and genres [such as oral presentations, pamphlets, posters...] for various audiences and purposes
- explain how various techniques and elements [such as sentence variety, sentence order, point of view, anecdotes, fade or dissolve...] are used in oral, print [including books], and other media texts to create particular effects
- recognize that vocabulary and idiom are influenced by various factors [such as cultures, languages, science, media, technology...]; select and use register appropriate for context
- experiment with language, visuals, and sounds to create effects for particular audiences, purposes, and contexts
- create original texts [such as editorials, compact disc covers, displays, essays, photographs, multimedia presentations...] to communicate ideas and enhance understanding of forms and techniques

**Senior 3**

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

- analyze how characteristics of various forms and genres [such as biographies, editorials, non-fiction books, television commercials, print advertisements, instructional manuals, proposals...] are used for various audiences and purposes [such as to advise, persuade, inform, entertain, create mood...]

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

- examine how various techniques and elements [such as exaggeration, illustrations, flashbacks, comparisons and contrasts, sound tracks, charts and graphs, highlighting, formatting...] are used in texts [including books] to accomplish particular purposes

***Vocabulary (2.3.3)***

- explain how choice of vocabulary and idiom [such as media and advertising jargon, technical language...] affect meaning and create impact; use vocabulary appropriate for topic and language community

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

- use creative combinations of language, visuals, and sounds in a variety of texts [such as advertising visuals and logos, graphs and charts in reports...] to communicate clearly and effectively

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

- create original texts [such as speeches, news stories, computer graphics, video essays, e-zines, brochures, advertisements...] to communicate ideas and enhance understanding of forms and techniques

**Senior 4**

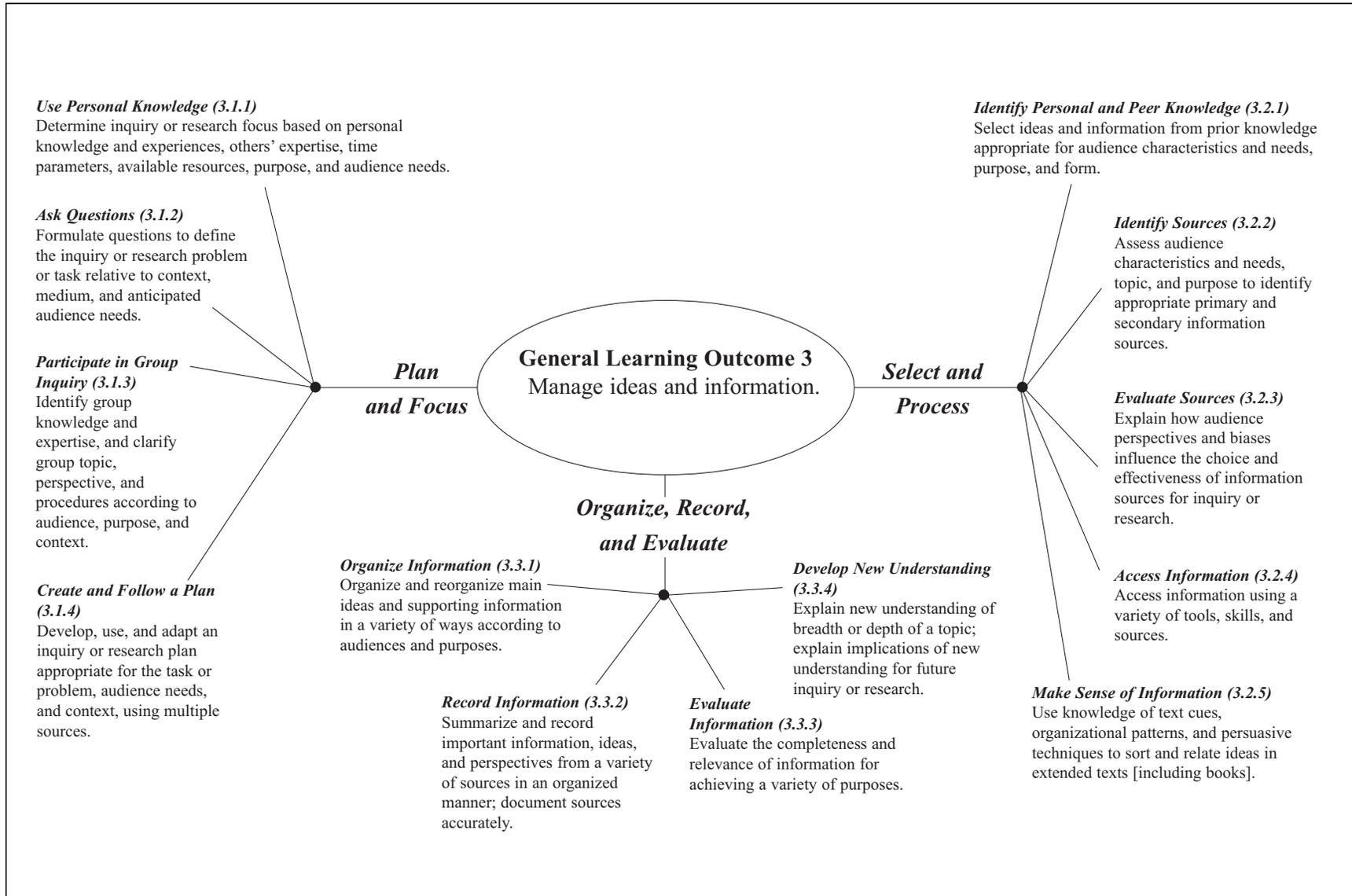
- evaluate the effect of forms and genres [such as formal research reports, lectures, non-fiction books, news magazines, billboard campaigns...] on content and purpose [such as to explain, promote action...]
- analyze how various techniques and elements [such as summaries, jolts, camera angles, voice-over narration, bulleted lists, concise headings...] are used in texts [including books] to accomplish particular purposes
- examine how language and vocabulary [such as acronyms, technical terminology, professional terms and jargon...] are used to convey meaning in particular language communities; adjust use of vocabulary and idiom according to topic and context
- experiment with and use language, visuals, and sounds according to audience, purpose, form, and context
- create original texts [such as technical manuals, instructional booklets, multimedia presentations, travelogues, documentaries, newscasts...] to communicate ideas and enhance understanding of forms and techniques

**GENERAL LEARNING OUTCOME 2**

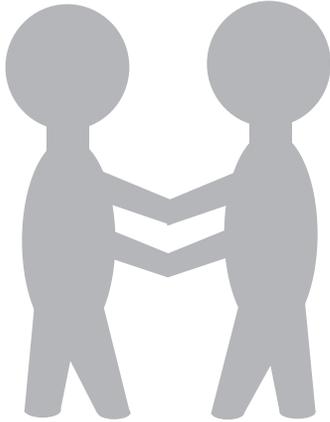
**Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, print, and other media texts.**



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



## General Learning Outcome 3



### Transactional Focus

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

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

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

Effective inquiry projects grow out of authentic questions students ask and out of an intention to share information with a specific audience. In the Transactional Focus, students learn to

- determine the information needs of each audience
- develop questions that will be an effective base for inquiry
- survey their personal knowledge and the resources available to them
- determine the most likely sources of needed information
- work individually or collaboratively to develop and implement inquiry plans and time lines

Community-based inquiries that require primary research provide students with invaluable experiences in interviewing and in selecting research samples, developing questions, and analyzing data from surveys and questionnaires. Students also refine their skills in accessing secondary sources such as documentaries, databases, CD-ROMs, and catalogues. Inquiry requires students to appraise and select information for its credibility, relevance, completeness, and suitability to a particular audience.

Selecting the most effective medium and format for presenting new material to a particular audience may require students to explore and experiment with a range of oral, print, visual, interactive, and multimedia forms such as brochures, charts and graphs, magazine features, videos, slide-tape presentations, workshops, briefs, editorials, handbooks, posters, public service announcements, and web sites.

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



**3.1 Plan and Focus**

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

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

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



**Senior 2**

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

**Senior 3**

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

- determine inquiry or research focus based on personal knowledge and experiences, others' expertise, time parameters, available resources, purpose, and audience needs

***Ask Questions (3.1.2)***

- formulate questions to define the inquiry or research problem or task relative to context, medium, and anticipated audience needs

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

- identify group knowledge and expertise, and clarify group topic, perspective, and procedures according to audience, purpose, and context

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

- develop, use, and adapt an inquiry or research plan appropriate for the task or problem, audience needs, and context, using multiple sources

**Senior 4**

- explore breadth and depth of personal knowledge and expertise and other information sources to determine research or inquiry focus based on the problem or task and audience needs
- formulate and refine focused inquiry or research questions based on analysis of the problem or task, medium, audience needs, and intended result
- collaborate with and support group in defining the focus, purpose, and parameters of inquiry or research goals, adapting roles and procedures as required
- develop and follow an appropriate inquiry or research plan to satisfy the unique requirements of the task or problem, audience, and context, using multiple sources and procedures

**GENERAL LEARNING OUTCOME 3**

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



**Grade 8**

**Senior 1**

***Identify Personal and Peer Knowledge*** →

- access, record, and appraise personal and peer knowledge and understanding of a topic to establish an information base for inquiry or research

- access, record, and appraise personal and peer knowledge of a topic and evaluate it for breadth and depth to establish an information base for inquiry or research

***Identify Sources*** →

- distinguish between fact and opinion when inquiring or researching using a variety of information sources [such as artifacts, debates, forums, biographies, autobiographies...]

- obtain information and varied perspectives when inquiring or researching using a range of information sources [such as expository essays, books, radio and television transcripts, charts, tables, graphs, diagrams...]

***Evaluate Sources*** →

- develop and use criteria for evaluating information sources for a particular inquiry or research plan

- evaluate information sources for possible bias using criteria designed for a particular inquiry or research plan

***Access Information*** →

- recall, expand, and use a variety of skills [including visual and auditory] to access information and ideas from a variety of sources [including subtitles, marginal notes and key words, electronic searches, previews and reviews, visual effects, and sound effects]

- expand and use a variety of skills [including visual and auditory] to access information and ideas from a variety of sources [including books, on-line catalogues, periodical indices, broadcast guides, film libraries, and electronic databases]

***Make Sense of Information*** →

- construct meaning using direct statements, implied meaning, and inferences; adjust rate of reading or viewing according to purpose, topic, density of information, and organizational patterns of text

- identify a variety of factors [such as organizational patterns of text, page layouts, font styles, colour, voice-over, camera angle...] that affect meaning; scan to locate specific information quickly; summarize, report, and record main ideas of extended oral, visual, and written texts [including books]

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



Senior 2

- select relevant personal and peer knowledge, experiences, and perspectives related to inquiry or research topic
- identify and discuss the purpose and usefulness of specialized information sources [such as magazines, books, documentaries, hobby or sports materials, multimedia resources...] relevant to particular inquiry or research needs
- determine the credibility, accuracy, and completeness of a variety of information sources for a particular inquiry or research plan
- access information using a variety of tools and sources [such as books, electronic networks, libraries, taped oral histories...]
- identify and use text cues and organizational patterns to understand main ideas and their relationships in extended texts [including books]; adjust reading and viewing rates according to purpose, content, and context

Senior 3

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

- select ideas and information from prior knowledge appropriate for audience characteristics and needs, purpose, and form

**Identify Sources (3.2.2)**

- assess audience characteristics and needs, topic, and purpose to identify appropriate primary and secondary information sources [such as journals, reference books, surveys, reports, newspapers, periodicals...]

**Evaluate Sources (3.2.3)**

- explain how audience perspectives and biases influence the choice and effectiveness of information sources for inquiry or research

**Access Information (3.2.4)**

- access information using a variety of tools, skills, and sources [such as books, databases, CD-ROMs, manuals, textbooks...]

**Make Sense of Information (3.2.5)**

- use knowledge of text cues, organizational patterns [such as logical order...], and persuasive techniques [such as flattery, appeals to success, happiness, prejudice...] to sort and relate ideas in extended texts [including books]

Senior 4

- evaluate and select ideas and information from prior knowledge appropriate for audience characteristics and needs, purpose, and form

- determine audience characteristics and needs, topic, and purpose to identify a range of primary and secondary information sources [such as transcripts, field studies, reference books, literary and film reviews, works of art...]

- evaluate factors [such as medium, ownership...] that affect the authority, reliability, validity, accuracy, and bias of information sources for inquiry or research

- access information to accomplish a particular task using a variety of tools and sources [such as web sites, spreadsheets, specialized publications, books, periodical guides...]

- use knowledge of text cues, organizational patterns [such as analogies...], and cognitive and emotional appeals [such as rational appeals, innuendo...] to extract, infer, synthesize, organize, and integrate ideas from extended texts [including books]

GENERAL LEARNING OUTCOME 3

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



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

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



**Senior 2**

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

**Senior 3**

***Organize Information (3.3.1)***

- organize and reorganize main ideas and supporting information in a variety of ways [such as flow charts, webs, lists...] according to audiences and purposes

***Record Information (3.3.2)***

- summarize and record important information, ideas, and perspectives from a variety of sources in an organized manner; document sources accurately

***Evaluate Information (3.3.3)***

- evaluate the completeness and relevance of information for achieving a variety of purposes [such as to develop convincing arguments, provide sequential instructions, initiate action...]

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

- explain new understanding of breadth or depth of a topic; explain implications of new understanding for future inquiry or research

**Senior 4**

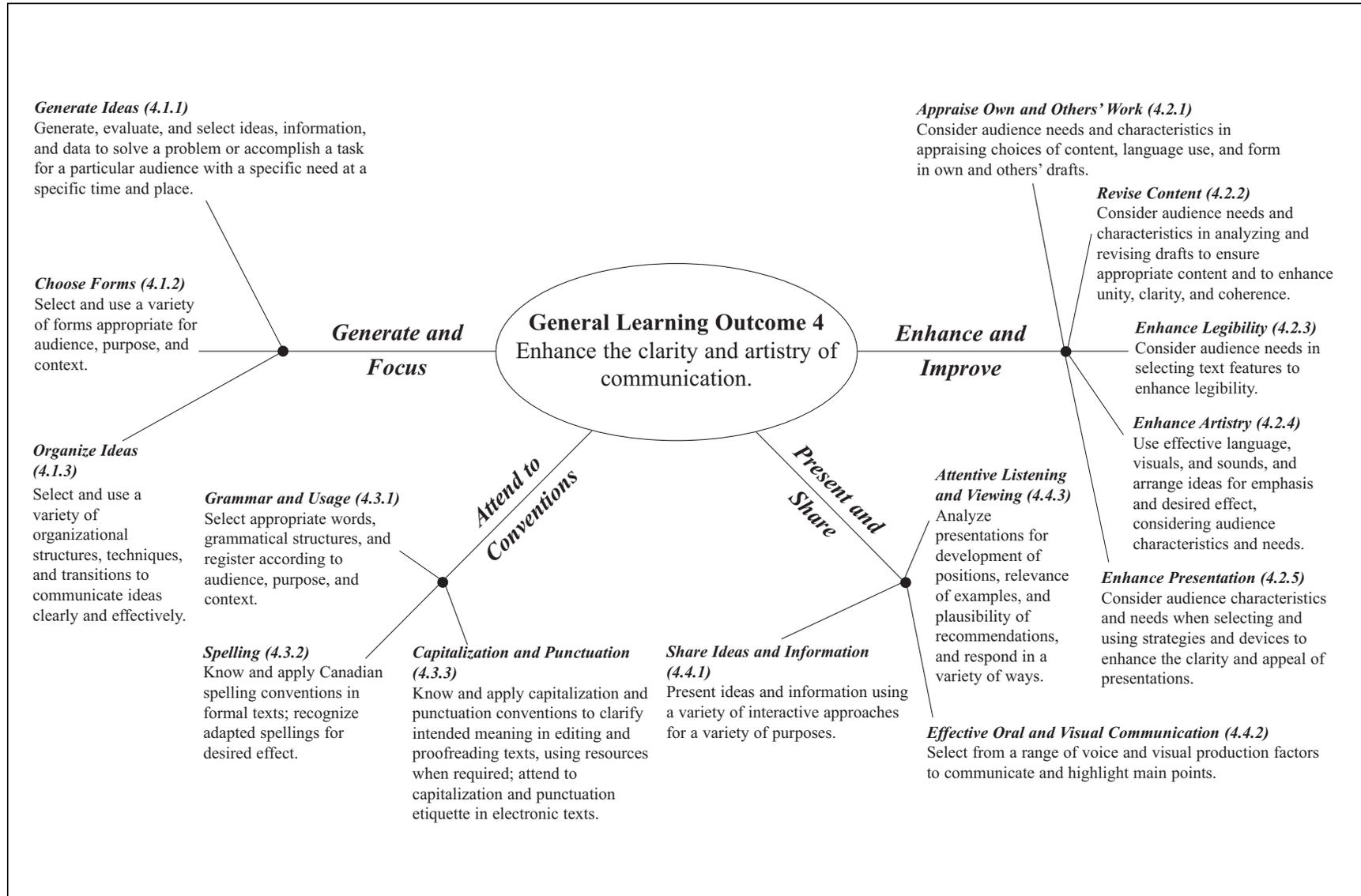
- organize and reorganize main ideas and supporting information to clarify thinking and to achieve desired action or specific response from an audience
- synthesize and record information and ideas to determine focus or perspective of message; quote from or refer to sources as required
- evaluate the appropriateness of information, taking into account the values and beliefs of particular audiences
- assess the effect of new understanding and changing context; adjust inquiry or research plans and procedures to achieve a particular purpose

**GENERAL LEARNING OUTCOME 3**

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



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



## General Learning Outcome 4



### Transactional Focus

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

The Transactional Focus provides students with opportunities to develop their skills in formal and informal communication. General Learning Outcome 4 traces the processes by which students generate and focus their ideas, work with others in enhancing and clarifying their oral, written, and visual products, and share what they have created. In the Transactional Focus, students generate texts that accomplish pragmatic purposes for specific audiences. These purposes may be private (a letter to the editor expressing a deeply held conviction, for example) or public (a brief or report written on behalf of a group). They may be narrow (to request a refund for returned merchandise) or broad (to influence public opinion).

The processes of generating texts in the Transactional Focus are shaped by the particular nature of pragmatic communication:

- Pragmatic texts are designed to accomplish particular purposes for particular audiences. The requirements of these purposes and audiences shape all aspects of the texts: content, form, medium, organizational structure, voice, language register, and diction.
- Certain pragmatic texts, such as instructions, press releases, and news articles, convey less of a student's personality than aesthetic texts convey. In pragmatic texts of this kind, students express their engagement with their topics by choosing language that is clear, direct, jargon-free, and appropriate to the purpose and audience. Students find creative ways to humanize pragmatic texts, making them more engaging to the audience, for example by using narration to support an argument.
- Aesthetic use of language may be a feature of texts that accomplish pragmatic purposes. For example, television commercials and newspaper advertisements may use evocative and deliberately ambiguous language to appeal to their target audience. Speeches and editorials may use metaphor, imagery, and stylistic devices such as repetition and cadence to stir emotion. News and sports stories use colourful, vigorous language.
- Pragmatic communication requires students to learn and follow the conventions specific to journalistic, business, technical, and other media forms.

In attaining the specific learning outcomes of General Learning Outcome 4, students

- revise and edit their work for clarity, applying the conventions of standard spelling, grammar, and sentence structure
- listen, read, and view to find models for their own work
- learn to understand and appreciate the language choices of both peers and professionals
- use a variety of media and interactive forms
- manipulate visual elements and sound for emphasis and appeal
- seek and assess feedback to determine the success of their communication in accomplishing its purpose

Through these processes, students learn to enhance the clarity and artistry of their communication.



## 4.1 *Generate and Focus*

## *Senior 3 English Language Arts: Transactional Focus*

### **Grade 8**

### **Senior 1**

#### *Generate Ideas*

- experiment with several ways to generate ideas and focus a topic

- use a variety of techniques to generate and select ideas for oral, written, and visual texts

#### *Choose Forms*

- compose using specific forms [such as biographies, letters to the editor, newspaper articles, audio-visual presentations...] that ensure a match between content, audience, and purpose

- adapt specific forms [such as book and film reviews, editorials, multimedia presentations, newscasts, letters, essays, poetry, myths, prose...] to match content, audience, and purpose

#### *Organize Ideas*

- identify and use a variety of organizational patterns [such as rising action, pyramid structure, cause and effect, comparison and contrast, sequence...] in own oral, written, and visual texts; compose effective introductions and conclusions

- identify and use a variety of organizational patterns [such as flashbacks, cause and effect, comparison and contrast, problem and solution...] in own oral, written, and visual texts; use effective transitions

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



**Senior 2**

- generate and combine ideas from personal experiences and other sources to focus a topic appropriate for audience and purpose
- experiment with a variety of forms [such as reports, résumés, cover letters, dramatizations, visual representations, short stories...] appropriate for content, audience, and purpose
- select organizational structures and techniques to create oral, written, and visual texts; use effective introduction, well-organized body, and effective conclusion to engage and sustain audience interest

**Senior 3**

***Generate Ideas (4.1.1)***

- generate, evaluate, and select ideas, information, and data to solve a problem or accomplish a task [such as addressing a local community issue, identifying a situation that needs change, preparing a speech...] for a particular audience with a specific need at a specific time and place

***Choose Forms (4.1.2)***

- select and use a variety of forms [such as letters of commendation/complaint, debates, commercials, scenarios...] appropriate for audience, purpose, and context

***Organize Ideas (4.1.3)***

- select and use a variety of organizational structures [such as proposition and support, problem and solution, inverted pyramid...], techniques, and transitions [such as headings and subheadings, arrows in flow charts and cycles, dissolves...] to communicate ideas clearly and effectively

**Senior 4**

- generate, evaluate, and select ideas, information, and data to identify topic focus and parameters for a particular audience and purpose in a specific context
- adapt and use forms [such as research reports, case studies, seminars, multimedia presentations...] appropriate for audience, purpose, and context
- evaluate the potential impact of various organizational structures, techniques, and transitions [such as bulleted or numbered points, sections of newspapers, white space in layout, fonts, illustrated talk, introductions...] in texts to achieve specific purposes for particular audiences and to ensure unity and coherence

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



	<b>Grade 8</b>	<b>Senior 1</b>
<i>Appraise Own and Others' Work</i> →	<ul style="list-style-type: none"><li>• 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</li></ul>	<ul style="list-style-type: none"><li>• 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</li></ul>
<i>Revise Content</i> →	<ul style="list-style-type: none"><li>• revise to enhance meaning and effect according to audience and purpose</li></ul>	<ul style="list-style-type: none"><li>• review previous draft and revise to refine communication and enhance self-expression</li></ul>
<i>Enhance Legibility</i> →	<ul style="list-style-type: none"><li>• 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...]</li></ul>	<ul style="list-style-type: none"><li>• format for legibility and use word processing effectively and efficiently when composing and revising; use electronic design elements to combine print and visuals</li></ul>
<i>Enhance Artistry</i> →	<ul style="list-style-type: none"><li>• experiment with figures of speech and compound and complex sentences to clarify and combine ideas; provide effective descriptions</li></ul>	<ul style="list-style-type: none"><li>• experiment with a variety of sentence patterns and figurative language; use supporting details when revising to enhance clarity and artistry</li></ul>
<i>Enhance Presentation</i> →	<ul style="list-style-type: none"><li>• prepare compositions, reports, presentations, and inquiry or research projects using a variety of organizers [such as chapters, table of contents, headings, introduction, conclusion...]</li></ul>	<ul style="list-style-type: none"><li>• prepare compositions, presentations, reports, essays, and inquiry or research projects in a meaningful order and with adequate detail for audience understanding</li></ul>

**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)***

- consider audience needs and characteristics in appraising choices of content, language use, and form in own and others’ drafts

***Revise Content (4.2.2)***

- consider audience needs and characteristics in analyzing and revising drafts to ensure appropriate content and to enhance unity, clarity, and coherence

***Enhance Legibility (4.2.3)***

- consider audience needs in selecting text features [such as graphs, colour, shading, framing...] to enhance legibility

***Enhance Artistry (4.2.4)***

- use effective language, visuals, and sounds, and arrange ideas for emphasis and desired effect, considering audience characteristics and needs

***Enhance Presentation (4.2.5)***

- consider audience characteristics and needs when selecting and using strategies and devices [such as graphics, layout and design, music, visuals, fonts, placement of print...] to enhance the clarity and appeal of presentations

**Senior 4**

- consider audience needs and characteristics in appraising and discussing the effectiveness of own and others’ choices relative to content, form, style, and presentation
- consider audience, purpose, and context in evaluating and revising drafts to ensure appropriate content and language [such as journalistic, business, advertising, professional, technological...] and to enhance precision, unity, and coherence
- analyze audience needs in selecting text features [such as bullets, fonts, icons, tables, sounds, visuals...] to enhance legibility and artistry
- use effective language, visuals, and sounds, and arrange and juxtapose ideas for balance, impact, and originality, considering audience characteristics and needs
- consider audience characteristics and needs when selecting and using strategies and devices [such as multimedia technology, posters, computer-generated graphics, overhead transparencies, handouts...] to enhance the impact of presentations

**GENERAL LEARNING OUTCOME 4**

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



**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 unambiguous words, short or medium length sentences, subject-verb-object sentences, formal language in technical communication, emotive words, catch phrases, colloquial language in advertising...] according to audience, purpose, and context

***Spelling (4.3.2)***

- know and apply Canadian spelling conventions [such as eliminating contractions in technical documents...] in formal texts; recognize adapted spellings [such as “congradulations”...] for desired effect

***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; attend to capitalization and punctuation etiquette in electronic texts [such as e-mail...]

**Senior 4**

- analyze and edit texts for word choice, grammatical structures, and register [such as technical vocabulary, clear coordination and subordination, conversational register...] to achieve clarity, artistry, and effectiveness
- know and apply Canadian spelling conventions in formal texts; attend to evolving spelling patterns [such as acronyms, abbreviations...]
- know and apply capitalization and punctuation conventions to clarify intended meaning in editing and proofreading texts; attend to capitalization and punctuation conventions in specific disciplines [such as legal agreements and policies...]

**GENERAL LEARNING OUTCOME 4**

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



**Grade 8**

**Senior 1**

*Share Ideas and Information* →

- plan and facilitate small-group activities and short, whole-class sessions to share information on a topic using a variety of engaging methods [such as mini-lessons, role-plays, visual aids...]

- plan and conduct peer-involved class activities to share individual inquiry or research and understanding on a topic

*Effective Oral and Visual Communication* →

- explain, share, and present orally using appropriate conventions of public speaking in a variety of settings [such as small-group and whole-class presentations...]; use visual aids to enhance the effectiveness of oral presentations

- choose vocabulary, voice production factors, and non-verbal cues to communicate effectively to a variety of audiences; use a variety of media and display techniques to enhance the effectiveness of oral presentations

*Attentive Listening and Viewing* →

- demonstrate critical listening and viewing skills and strategies [such as activating prior knowledge, integrating new information, evaluating the effectiveness of the introduction and conclusion...] and show respect for presenter(s)

- demonstrate critical listening and viewing skills and strategies [such as following the train of thought, noting main points and details, evaluating presentation techniques...] and show respect for presenter(s)

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



**Senior 2**

- present ideas and information using a variety of print and other resources and interactive approaches [such as dramatizations, multimedia presentations, photographs and slides, audiotapes...]
- use appropriate voice production factors [such as pitch, tone, pauses...] and non-verbal cues [such as gestures, stance, eye contact...] to clarify intent in personal and public communication
- demonstrate active listening and viewing behaviours [such as observing gender portrayals, inclusion and exclusion, stereotyping, respectful and disrespectful portrayals...] to understand and respond to presentations using a variety of means [such as small-group discussion, personal writing...]

**Senior 3**

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

- present ideas and information using a variety of interactive approaches [such as workshops, demonstrations, oral reports...] for a variety of purposes [such as to inform, motivate...]

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

- select from a range of voice and visual production factors [such as voice modulation, gestures, graphics, headings...] to communicate and highlight main points

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

- analyze presentations for development of positions, relevance of examples, and plausibility of recommendations, and respond in a variety of ways [such as asking questions, identifying arguments, stating opinions...]

**Senior 4**

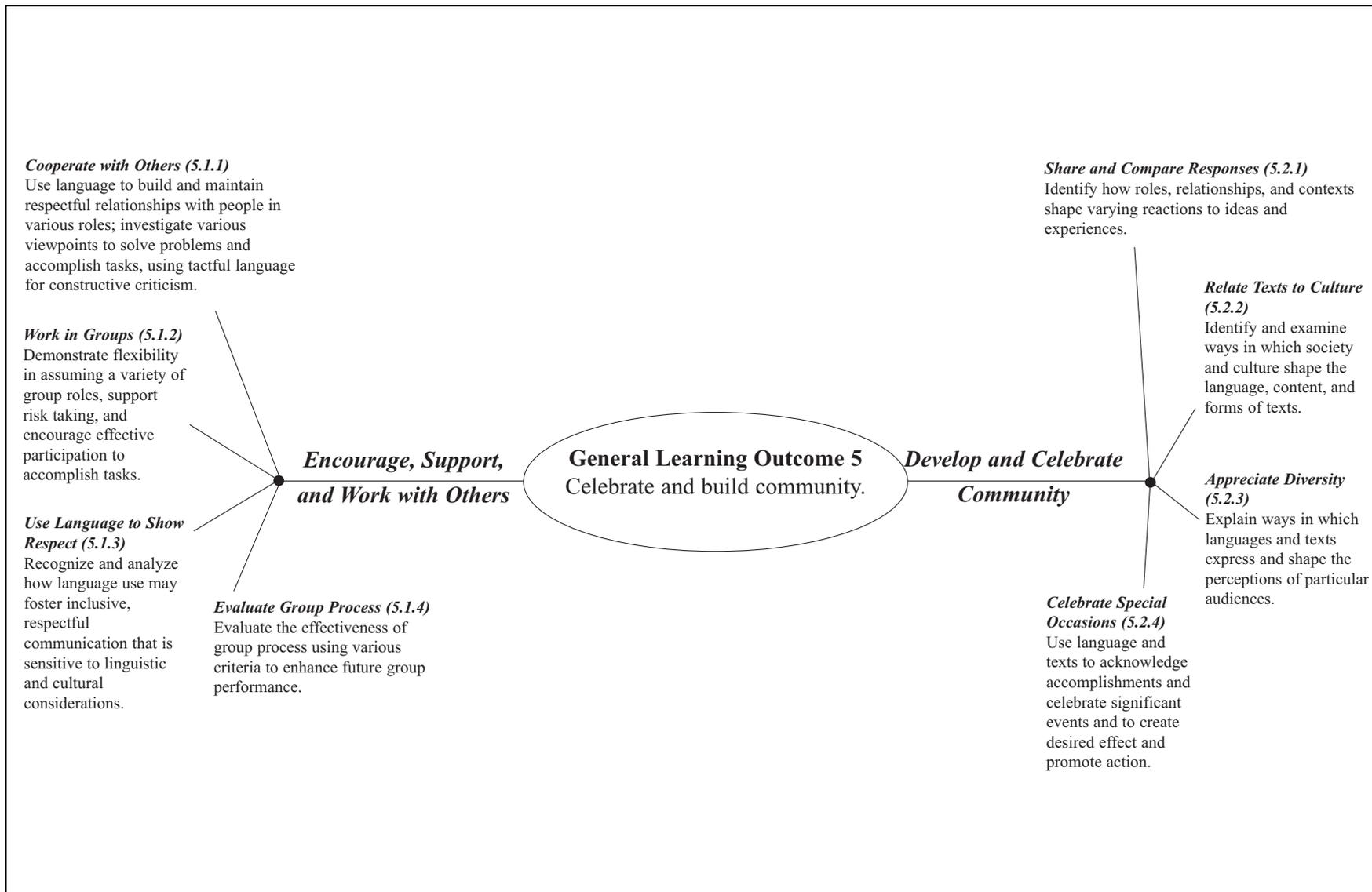
- anticipate and react to audience needs by selecting ideas and information appropriate to shifting priorities; adjust presentation plan and pace for a variety of purposes [such as to clarify, eliminate ambiguity, provide rationale...]
- select and adjust appropriate voice and visual production factors [such as repetition, figures and charts, parallelism...] to enhance audience understanding
- evaluate presentations for assumptions, values, and motives of presenters, reliability and validity of information, and potential implications and effects

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



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



**General Learning Outcome 5**



**Transactional Focus**

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

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

The classroom is also the base community from which students prepare to share their work with wider audiences. The classroom community provides students with an essential forum for rehearsal and feedback. Interacting with others who listen to, read, and view their work helps students become aware of the factors they need to consider in communicating effectively. Students also communicate with larger communities through presentations to other classes and schools, or to groups of seniors or parents. They may publish newsletters, brochures, and letters to the editor, and they may distribute posters, videos, and audiotapes. The classroom community plays an important role in recognizing accomplishments and celebrating learning through expositions, public hearings, publications, book fairs, oral presentations, broadcasts, and public viewings.

The collaborative skills students in the Transactional Focus learn and refine are essential in their personal lives and in the workplace. Through informal interaction and formal collaboration, students practise skills in active listening and responding to others' ideas. Collaboration in producing documentaries, magazines, multimedia presentations, and other projects provides students with essential experiences in negotiation and consensus building. Students learn to assume a variety of roles within a group, and to evaluate the effectiveness of group processes.

In achieving the specific learning outcomes of General Learning Outcome 5, students

- learn that language choices are governed by audience, context, and purpose and by the role of the speaker, writer, or producer
- learn to be sensitive to the many factors, including cultural considerations, that determine how others are likely to respond to a communication
- explore the part that language plays in local, national, and global events, in expressing social values, and in posing ethical questions

The Transactional Focus promotes awareness of the importance of language in building and sustaining community: in avoiding misunderstanding and conflicts, in broadening understanding of various perspectives, and in promoting social action. Students' experiences in the classroom learning community prepare them to participate as responsible members of wider communities.



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

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

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

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



**Senior 2**

- make and encourage contributions [such as making accurate notes, exploring others' viewpoints, listening attentively...] to assist in developing group ideas; take responsibility for developing and expressing viewpoints
- demonstrate effective group interaction skills and strategies
- recognize and analyze how language, symbols, and images are used to include or exclude people across cultures, races, genders, ages, and abilities
- evaluate own and others' contributions to group process and provide support where needed

**Senior 3**

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

- use language to build and maintain respectful relationships with people in various roles; investigate various viewpoints to solve problems and accomplish tasks, using tactful language for constructive criticism

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

- demonstrate flexibility in assuming a variety of group roles, support risk taking, and encourage effective participation to accomplish tasks

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

- recognize and analyze how language use may foster inclusive, respectful communication that is sensitive to linguistic and cultural considerations [such as titles of address, gender inclusive nouns and pronouns...]

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

- evaluate the effectiveness of group process using various criteria [such as cost and time effectiveness, compatibility of personalities, relevance of expertise...] to enhance future group performance

**Senior 4**

- use language to demonstrate openness and flexibility in working with others; listen attentively and encourage differing viewpoints, using tactful language to disagree and solve problems
- demonstrate commitment and flexibility in groups, support others' participation, and adjust roles and responsibilities according to task requirements
- recognize inclusive, respectful verbal and non-verbal language and appropriate tone and register according to context [such as using gender-inclusive language, avoiding slang in formal settings...]; recognize how language choice and use may sustain or counter exploitative or discriminatory situations
- determine the appropriateness of group process to solve a specific problem or achieve a particular goal, considering the task variables [such as time parameters, availability of resources, complexity...]

**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: Transactional 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)***

- identify how roles, relationships, and contexts shape varying reactions to ideas and experiences

***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 web sites, books, catalogues, CD-ROMs, advertisements, self-help books...]

***Appreciate Diversity (5.2.3)***

- explain ways in which languages and texts [such as speeches and presentations, fiction and non-fiction books, television and other media...] express and shape the perceptions of particular audiences

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

- use language and texts to acknowledge accomplishments and celebrate significant events and to create desired effect and promote action [such as support for an organization, charity, or group...]

**Senior 4**

- evaluate diverse ideas, factual evidence, and viewpoints to develop informed understanding of texts, others, and self
- analyze ways in which cultural and societal factors shape texts and how texts influence, define, and transmit contemporary culture
- analyze ways in which languages and texts [such as interviews and speeches, proposals and reports, fiction and non-fiction, media...] portray, explain, and influence the values, behaviours, and lifestyles of people and diverse communities
- use language and texts to mark accomplishments and significant occasions and to create a shared sense of community

**GENERAL LEARNING OUTCOME 5**

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