

National

Curriculum Standards and Benchmarks



English Language Arts

Student Learning Outcomes

Grades 9 to 12

Department of Education
Federated States of Micronesia
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The National Curriculum

The National Curriculum lies at the heart of the national Department of Education's policies to raise student performance standards. It sets out a clear, full and statutory entitlement to learning for all students in FSM public schools. It determines the content of what will be taught, and sets attainment targets for learning. It also determines how student performance will be assessed and reported. The National Curriculum gives teachers, students, parents, employers and the wider community a clear and shared understanding of the skills and knowledge that young people will gain at school. It provides a framework within which all partners in education can support young people on the road to further learning.

This document contains detailed English Language Arts Student Learning Outcomes (SLOs) for the FSM National Curriculum Standards and Benchmarks, arranged by Grade level. These Student Learning Outcomes have been developed by a team of curriculum developers and teachers representing the National and State Departments of Education. In some cases, minor editorial changes were made to National Curriculum Benchmarks in order to ensure consistency and continuity within this document. The SLOs have been approved by State Directors of Education and State Boards of Education.

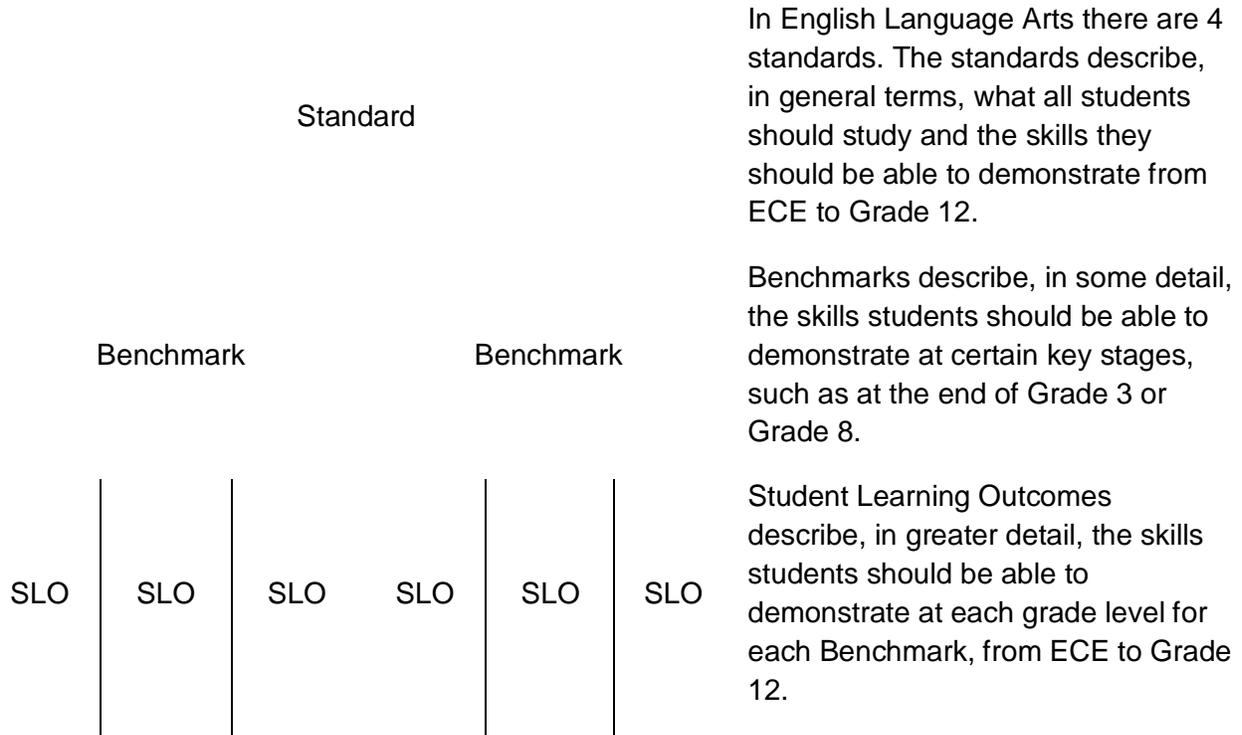
The SLOs have been established by the Secretary of Education in cooperation and consultation with the State Boards of Education and the State Directors of Education as an integral part of the National Curriculum Minimum Standards, and are therefore mandatory for all schools within the FSM.

As these Student Learning Outcomes are now part of the National Curriculum Minimum Standards proscribed under Section 110 of FSM Code Title 40, State Departments and State Boards of Education must ensure that they are implemented through their State Curriculum Frameworks.

All children of compulsory school age throughout the FSM, including children with special needs, have an entitlement to learning that allows them to meet or exceed the minimum standards contained within this curriculum. Public schools are legally obliged to follow the standards and guidelines laid out in this document.

Student Learning Outcomes

The SLOs describe in detail what each student should know and be able to do in each Benchmark at each grade level. The diagram below shows the relationship between Standards, Benchmarks and SLOs.



The SLOs contain information that can be used by teachers to plan their program of work. They identify specific learning experiences that all students should enjoy as well as specific teaching strategies and methods, such as Shared and Guided reading.

SLOs also describe the scope and sequence of specific skills that students should master at each grade level in order to achieve a certain benchmark. The SLOs can be used to assess student progress at each grade level. Evidence of progress should be collected in the form of teacher observations and samples of student work. Further guidance on student assessment is contained in the section on student assessment below.

English Language Arts Standards

1. Listening and Speaking

Students will become competent speakers, listeners, and viewers, constructing literal and interpretive meaning from what they hear and view, and communicating effectively for a variety of purposes and to a variety of audiences.

2. Reading

Students will demonstrate competence in reading skills and strategies to comprehend a variety of texts and media for social, academic, and career-related purposes.

3. Writing

Students will demonstrate competence in writing, applying general skills and strategies and using the writing process to communicate effectively for a variety of purposes and to a variety of audiences.

4. Literature

Students will study literature (oral and written) from their own culture as well as selected literary works from other cultures. They will develop the ability to understand other cultures and gain insights into their own, relate to others and recognize universal and unique qualities in others.

English in FSM schools

The FSM has developed and adopted a bilingual curriculum, where vernacular or first languages are taught alongside English as an additional or second language. Vernacular languages are the medium for teaching and learning in the early stages of schooling.

The National Curriculum mandates that the study of vernacular language should continue from ECE to Grade 12. Vernacular Language Arts is a separate subject, with its own Standards, Benchmarks and Student Learning Outcomes.

Children should develop literacy in their first language first. They should be able to read and write fluently in their first language. Later they will be able to transfer their literacy skills from their first language to reading and writing in English.

English is introduced into the curriculum as a second language at ECE level. After three or four years, English becomes the medium of instruction and learning for students in upper Elementary and Secondary Grades. Students are expected to learn in English as well as to continue learning English.

In order to cope with the academic demands of High School and College courses, students must achieve near-fluency in English by Grade 8. Mastery of English is essential for success in other subjects, such as Mathematics and Science. Mastery of English is also essential for the development of individual study and research skills, as most information in libraries and on the internet is available in English.

Bilingual Education

Bilingual education is where school subjects are taught in two languages and students become fluent speakers, readers and writers in both languages. The language used for teaching and learning is usually called the medium of instruction.

The duration of vernacular language medium teaching and learning varies between states. It is important for all states to allow sufficient time for students to master their vernacular language before making a transition to English medium. Most states begin a transition to English medium in Grade 3. If students do not have good basic literacy skills in their vernacular language by Grade 3, they will struggle with academic English and with learning other subjects.

The bilingual model used in FSM is called additive. In the additive approach, a second language is added to the child's vernacular language. The second language does not replace the vernacular language. Research shows that additive approaches are very effective educationally and result in students becoming bilingual as well as biliterate – being able to read and write in two languages. In the additive approach, literacy skills are acquired in the vernacular language first and are used to support second language acquisition. Early teaching is conducted in the vernacular language medium. A period of transition occurs before transfer to the second language medium. Instruction continues in the vernacular language throughout all grades. This is called maintenance of the vernacular language.

In FSM public schools, students are taught and learn in their first, home or vernacular language in the early years of schooling. This practice is supported by research that indicates that children learn literacy and numeracy skills more effectively in their vernacular language. Later, literacy skills can be transferred to the second language and make second language learning more effective.

One way of ensuring students become fluent in their vernacular language and in English is to start their schooling with a split of 90% of teaching in vernacular language and 10% in English, and to move this to 10% vernacular Language and 90% English after four to six years, or between Grade 3 and 5.

In lessons, teachers often mix languages and switch back and forth from one to the other. However, research shows it is best to keep the two languages separate when teaching. This helps students to learn the languages more easily. In the early grades, this can be achieved by using only first language in all lessons except English in the English lesson. After transition to English medium, this means using only English in all lessons except first language in the first language lesson.

Time allocation for English Language Arts

Section 104 of the FSC Code Title 40 sets out the minimum number of days and hours of instruction for students as follows:

The school year in the Federated States of Micronesia shall consist of not less than 180 days of instructional days or an equivalent of no fewer than 650 hours of classroom instruction for first and second graders and no fewer than 765 hours of classroom instruction for third through twelfth graders.

This equates to a daily time allocation of approximately 3 ½ hours for Grade 1 and 2 students and 4 ¼ hours for Grade 3 to 12 students.

Learning a second language requires a significant amount of time. Students must achieve academic fluency by Grade 3 or 4 so that they can deal with English medium instruction in other curriculum subjects. By Grade 9, they should be able to cope with High School level content and by Grade 12 they should be ready to move on to college level.

It is important that sufficient time is allocated for English Language Arts. For ECE up to the point of transition to English medium, most curriculum time should be available for Vernacular Language Arts. English Language Arts should require between 30 - 40 minutes per day. After the transition to English medium, considerably more time is required in order to achieve academic fluency.

From Grade 3 onwards, between 60 and 120 minutes per day should be allocated for English Language Arts. Some of this time allocation may be achieved through integration of other subject matter, such as reading in the Social Studies area or writing in Science.

Stages in learning a second language

Students usually go through distinct stages when learning English as a second language.

Stage I: Pre-production

This is commonly known as the silent period. At this stage students will listen attentively and absorb new vocabulary. They may know and understand up to 500 words but they are not yet ready to speak aloud in English. However, students will be able to respond through drawing pictures or participate in songs and rhymes through movement and action.

Stage II: Early production

During this stage, students can usually speak in one- or two-word phrases. They can use short language chunks that have been memorized although these chunks may not always be used correctly. This stage may last up to six months and students will develop a receptive and active vocabulary of about 1000 words.

Practical activities using real objects, such as cooking, making models, playing games and singing songs are effective at this stage. Reading, discussing and asking simple questions about picture story books helps expand vocabulary

Stage III: Speech emergence

At this stage, students have developed a vocabulary of about 3,000 words and can communicate with simple phrases and sentences, in speech and in writing. They will experiment with English, making statements and asking simple questions that are sometimes not quite grammatically correct. They will understand and answer questions and follow easy stories read in class with the support of pictures.

Stage IV: Intermediate fluency

English language learners at the intermediate fluency stage have a vocabulary of 6,000 words. They are beginning to use more complex sentences when speaking and writing and are willing to express opinions and share their thoughts. They will ask questions to clarify what they are learning in class. These English language learners will be able to work in grade level math and science classes with some teacher support. Comprehension of English literature and social studies content is increasing. At this stage, students will use strategies from their vernacular language to learn content in English.

Stage V: Advanced Fluency

It takes students from 4-10 years to achieve academic language proficiency in a second language. Students at this stage will be near-fluent in their ability to perform in content area learning. At the beginning of this stage, however, they will need continued support from classroom teachers especially in content areas such as science and social studies and in writing.

English teaching and learning

ECE to Grade Three

At this stage, English is taught as a second language for about one lesson per day, or 10% of instruction time. Most instruction is in vernacular language.

Most students at the ECE to Grade Three level need to develop a wide English vocabulary and practice speaking and listening in English in social and informal situations. Effective practical and fun activities, such as drama, singing, listening to stories and reciting poems should be used. Key vocabulary can be taught by having the students see, touch, draw, play, and talk about real objects.

Oral directions are often misunderstood by these students. They need to be shown what to do through pictures or mime.

Students in these grades are not ready to read independently in English. English books and readers designed for English speakers are often too difficult because vocabulary is unfamiliar and the content is culturally different. Listening to stories read by the teacher and joining in with Shared reading activities are more appropriate for this stage.

These students will benefit from a thematic, integrated approach, since vocabulary is learned best when it is presented in context.

Grades Four to Six

At this stage, English becomes the language of instruction in all subjects, except for vernacular language classes. English is still taught as a second language, using second language teaching methods. Students must master English for academic purposes.

In English Language Arts classes, cooperative learning activities give an opportunity for students to communicate in English with their peers. Role play and drama are useful in giving students an opportunity to practice English in character, thus avoiding embarrassment.

Students' reading material should be carefully selected. Books designed for English speakers may not be suitable. Books that are especially written for English language learners are more effective. These should contain themes and content that is developmentally appropriate. In other words, the content should be of interest to the age of the reader. Books for English speakers in Grade One or Two should not be used since they are often designed to teach phonics and Grade Four to Six students are likely to find them childish.

These students will benefit from a thematic, integrated approach to the subject areas since vocabulary is learned best when it is presented in context. Key words should be previewed before students read texts.

Grades Seven to Eight

At this stage, students are moving towards fluency in English. Students should be using texts and other materials that are at their grade level, but adapted for English learners. The teacher should include time for reading in every class.

All lessons on all curriculum subjects should be opportunities for active English language learning. Students should use academic oral English in the context of debates, group projects, or cooperative learning.

The teacher must integrate writing, through a workshop approach, so that it is purposeful and meaningful in context. This is because writing aids students' conceptual learning. Relevant grammar points in a specific unit should be emphasized and reinforced through reading, writing, and speaking activities.

Higher-order thinking and critical thinking skills should be reinforced through the use of real-life problem solving situations.

Hands-on activities and visual demonstrations facilitate students' concept learning.

Grades Nine to Twelve

At this stage, students should be working at grade level.

They should study and interpret a range of texts and produce a variety of forms of writing. Activities should help students to develop their oral presentation skills and acquire study skills (including note-taking and summarizing skills) that will enhance their ability to learn in all subjects. Students should study and interpret a variety of grade-level texts, develop oral communication skills through participation in informal debates and seminars, and extend their range of research skills.

By Grade Eleven or Twelve, students should be encouraged to develop independence in reading literary works and academic texts, in writing essays and narratives, and in applying learning strategies and research skills effectively. Students should also learn to respond critically to print and media works.

Second Language Teaching

Teaching a second language is not the same as teaching a first language. The teacher of English as a second language must use an approach that is different from that of an English or language arts teacher of native English-speaking students who already comprehend and speak English. Teachers should make an extra effort to speak clearly and distinctly. It is helpful to repeat strategic information, especially abstract concepts, in different ways. Error correction of a student's oral language should be done thoughtfully and with sensitivity. The teacher must be careful to build confidence and model correct usage. Naturally, the teacher should not hesitate to assist a student who needs help by providing a missing word or by aiding in pronunciation.

One of the most widely used teaching approaches is the communicative approach. In this approach the objective is to have students use their second language in real-life communication situations. Practical projects or problem solving are often used, resulting in the creation of a real product by students, such as a letter, drama or poster. Practical activities put students in a situation where they must use English language for realistic, meaningful and authentic purposes.

The teacher needs to take into account the different learning styles of individual students. Some students are better at conceptualizing; some are visual learners; some learn better aurally. Real objects, manipulatives or concrete materials help to reinforce concepts. Audio-visual aids can help students understand and retain material as well as provide variety and additional practice. Computers and other information and communication devices can also be used to make teaching and learning English more interesting.

Peer teaching is an excellent approach for the English class. Cooperative group learning techniques are widely used with great success. Small group work permits each student more active learning time. Stronger students in the group may take a leadership role by helping the less able students. Small group learning also relieves the pressure on an individual student who may feel intimidated by responding before the entire class.

Full class instruction is also necessary from time to time. Strategies such as Shared Reading and Shared Writing are very effective.

A variety of different teaching and learning strategies and methods is more effective than a single method.

Second Language Instruction Methodologies

No single teaching methodology is recommended for second language instruction. Instead, a variety of methods are suggested to maintain student motivation and cater to the diverse needs of different students.

Total Physical Response

Total Physical Response (TPR) is a teaching method where commands, instructions or directions are used to facilitate the learning of a language. In TPR the students respond physically to the commands modeled by the teacher. This approach is appropriate for beginning through intermediate students, but it is particularly effective with beginning students who are not ready to verbally respond in a new language.

With TPR the student is able to build up understanding of a vocabulary in the new language through actions, yet is allowed to be silent and not produce language.

The four basic steps of a TPR lesson are:

- 1) Model: Model the series of actions.
- 2) Give commands: Use imperative structures. (Stand up, walk to the door and open the door)
- 3) Write: Write the series of commands on the chalkboard for group reading.
- 4) Assign Pair Work: Small groups of students practice giving, responding to, and demonstrating commands.

Natural Approach

The Natural Approach is a language-teaching methodology based on the natural process of first language acquisition. Students strive for communicative fluency in meaningful context, rather than accuracy in pronunciation and grammar. There are four stages in the natural approach:

- 1) Pre-production: Students rely on contextual clues, key words, and nonverbal responses.
- 2) Early Production: Students develop receptive vocabulary and attempt speech in words and chunks.
- 3) Speech Emergence: Students have more elaborate speaking skills, using complete phrases. Many errors and need for extensive vocabulary development.
- 4) Intermediate Fluency: Students understand most everyday language, can converse easily, still make many mistakes, but they do not prevent understanding.

The following strategies are used to enhance language acquisition:

- Low-anxiety environment;
- Concepts explained through visuals and objects;
- Interesting and relevant content for lessons;
- Little overt correcting of language errors; and
- Positive and accepting classroom climate.

Theme-Based Language Instruction

In theme-based classes, instruction is organized around themes taken from the mainstream curriculum, such as science themes (volcanoes, plants), social studies themes (our community, our country) or literature themes (biographies, fairy tales). With this approach, students can learn subject area content while still learning the language.

The emphasis in theme-based instruction is the content. Vocabulary and concepts are from the content areas. Students learn the language by talking, listening, reading, and writing about these concepts.

This approach is especially useful in elementary schools, or in secondary classes where students are studying different subjects.

Literature-Based Approach

This approach uses authentic literature as the organizing principle of the language lessons. Usually the elements of Whole Language are also used. In other words, the emphasis is on understanding and enjoying books and stories, not producing accurate grammar and pronunciation.

There are several criteria the teacher should keep in mind when selecting stories for second language learners:

- Length of the story;
- Illustrations or familiar themes in the story;
- Repetitiveness or predictability of sentence patterns in the story; and
- Whether or not the stories can be viewed as wordless books.

Cognitive Academic Language Learning Approach (CALLA)

CALLA is a content-based approach that also integrates academic learning strategies that students will need to function in all-English classrooms. For each lesson there are content objectives, language objectives, and learning strategy objectives. It can be in a theme-based or in a sheltered content format.

A CALLA lesson is planned through five steps: Preparation, Presentation, Practice, Evaluation, and Expansion. This approach is very useful for students in grades 4-12, especially if they do not have the content knowledge and/or academic learning skills they will need in the mainstream classroom.

Whole Language Approach

The Whole Language approach is based on the principle that learning occurs when students experience and use language in meaningful contexts, such as whole books. Learning is hampered when instruction is only given in tiny fragments, such as on phonics worksheets. The Whole Language Approach is based on three principles:

- 1) Acquiring language is a total process and the various language skills (listening, speaking, reading and writing) should be taught as a whole process rather than as isolated skills.
- 2) Language is a tool which can help students think, solve problems and successfully complete other learning tasks.
- 3) The classroom atmosphere should be conducive to language acquisition.

Cooperative Learning Approach

In cooperative learning, students work in mixed-ability groups on learning tasks that are structured so that all students share in the responsibility for completing the task. This approach lends itself to students of varying abilities working in a group setting that fosters mutual learning rather than competitiveness.

The benefits of cooperative learning for students include small-group practice with academic English, use of native language to access prior knowledge, integration of language and content, and the opportunity to become independent learners.

Teachers set up cooperative activities in which group members have different levels of English proficiency and must help each other understand and complete the task.

Writing Process Approach

In Writing Process approaches, students learn that writing involves thinking, reflection, and multiple revisions.

Teachers model the writing process by thinking aloud about their own writing. The classroom becomes a writing workshop in which students learn the art of writing through discussion, sharing, and conferencing.

The steps of the Writing Process emphasize that not all writing needs to be perfect:

1. Pre-writing activities provide students with the oral language and ideas they need to write.
2. Drafting allows students to get their ideas down on paper, without worrying about correct mechanics.
3. Sharing and responding to writing includes conferencing with the teacher and with other students.
4. Revision is the process of re-writing or re-arranging the writing, as a result of conferencing. These two steps may be repeated several times.
5. Editing is the final process of correcting mechanics. Students learn that this is the last step in writing, not the first step. Assistance and aids such as spell-check are encouraged.
6. Publishing is the end result of some, but not all, and not even most, of the writing a student does in the Writing Process.

Multicultural Approach

Multicultural education is not a method with strategies to follow. Rather, it is an attitude that emphasizes the value of every person's culture and background. In mainstream classes, multicultural education is usually taken to mean learning about someone else's culture. In English classes, it means learning about and appreciating different cultures.

The basic assumption in the Multicultural Approach is that all people have a culture, and most people's cultures are somewhat different. The multicultural approach can overcome some of the difficulties English Language Learners experience when they use textbooks and materials that present a different culture to their own.

Best practices in teaching reading

Although students in ECE to Grade 3 will develop reading skills in their first language, the English Language Arts curriculum also contains appropriate Student Learning Outcomes for reading in English that will support later acquisition of fluency in reading in English.

The reading environment

It is important for teachers to develop and maintain a print-rich learning environment that promotes reading and offers students opportunities to practice and extend their reading skills. A wide variety of high interest print and electronic media, fiction and non-fiction materials, at different levels and from different genres should be available in the classroom. Displays of current children's written work should be displayed on the classroom walls.

Phonics instruction

Phonics instruction is part of the Vernacular Language Arts program and students should have mastered all the phonemes in their first language by the end of Grade 1. When they start learning to read in English they should begin by learning the new English phonemes that are not used in their first language.

Teachers should continue to provide explicit instruction, build word knowledge and directly teach skills and strategies for word analysis (phonemic awareness, phonics, word recognition, structural analysis, context clues and vocabulary).

Opportunities for reading

Students should engage in independent, paired and guided sustained reading every day, using materials that are appropriate for their ability level. Reading should be purposeful and linked to other curriculum areas through themes and projects.

Comprehension strategies

Students are taught and given opportunities to apply the following comprehension strategies for constructing meaning: making and confirming predictions, visualizing, summarizing, drawing inferences, making connections and self-monitoring.

Read aloud

Students should have many opportunities to listen to stories read aloud by the teacher or other adults.

In read aloud, the teacher reads to the children. There are a number of important points for teachers to remember.

- Practice reading the text before you read aloud to the children
- Read aloud every day
- Make sure all the children can see and hear
- Take time to show the pictures while reading and point and name features in the pictures using local language if necessary
- Read in a clear voice using expression and ‘character’ voices, but don’t over-do it
- Read at a pace that keeps the children interested
- Read non-fiction texts more slowly, repeating complex information, to allow children to absorb information
- Use props such as puppets, toys and artifacts to hold the children’s interest
- Read and re-read story books the children really like
- Read related books on the same theme or by the same writer
- Discuss and analyze the text after reading, both at the literal and inferential level
- Make read aloud fun and enjoyable.

Shared reading

Shared reading involves teachers using big books and enlarged texts for reading to and reading with the children. During shared reading, the teacher supports or scaffolds the children so that they can begin to understand text features and master reading strategies. There are three aspects of shared reading:

- **word level**
- **sentence level**
- **text level.**

Word level activities

In word level activities the teacher demonstrates and teaches essential reading strategies that use knowledge of sounds, spelling and vocabulary. Word level activities can be interactive and include 'show-me' activities.

- **Sounds.** The teacher may focus on a certain sound or sounds, showing examples at the beginning, middle and end of words and showing how to combine sounds to read words.
- **Spelling.** The teacher may focus on word recognition or certain spelling rules and conventions and show examples in the text.
- **Vocabulary.** The teacher may focus on finding the meaning of new words by using context and picture clues, such as by covering certain words and asking students to predict the words using context clues.

Sentence level activities

In sentence level activities the teacher demonstrates and teaches essential knowledge about word order, grammar and punctuation. Sentence level activities may be interactive and include 'get up and go' activities.

- **Word order.** The teacher may focus on how the order of the words in a sentence conveys meaning and how changing word order can change meaning.
- **Grammar.** The teacher may focus on grammatical features of the text, such as affixes and how they convey meaning.
- **Punctuation.** The teacher may focus on how punctuation is used to convey meaning, such as the use of capital letters to identify proper nouns and the use of speech marks to denote direct speech.

Text level activities

In text level activities the teacher demonstrates and teaches essential knowledge about the special characteristics of different texts. Text level activities may be interactive and include short writing activities.

- **Purpose.** How the characteristics of the text fit its purpose, such as the use of narrative in fiction texts.
- **Audience.** The ways in which the text fits the audience, such as the use of simple vocabulary and short sentences in stories for young children.
- **Text features.** For example, the features of an instructional text often include numbered and sequenced text and the use of the imperative (such as cut, mix and stick).

- **Writing frames.** Stories and texts often have a distinctive form or pattern. For example, narrative stories usually have a beginning, a middle and an end. Another pattern for a narrative story may be a problem, a solution and a resolution. Non-fiction instructional texts often follow the form of a list of materials followed by step by step instructions. Writing frames can be identified from texts in shared reading and later used to guide and organize children’s independent writing.
- **Check lists.** Check lists identify the features that are specific and essential to a certain text. For example, a check list for narrative text might include items such as use of the past tense, use of the first person, and events being in sequence. Check lists can be generated during shared reading and later used to for self-checking by children during their independent writing.

Best practices in teaching writing

Writing is a medium through which students express what they know and feel about the world around them. Writing is also a means by which students process knowledge and make sense of it.

The National Curriculum Standards recognize that writing is a process involving four stages: generating ideas, drafting, revising and editing and publishing . Research shows that the most effective writing instruction involves the purposeful application of skills in a writing workshop approach.

Writing workshop approach

The writing workshop approach includes the following components:

1. Creating a conducive classroom environment with supportive routines and frequent modeling of good practice in the writing process, including sharing of writing by the teacher and students.
2. Daily meaningful writing practice using a writing process approach including journal writing and explicit teaching of the writer's craft.
3. Encouraging student choice through meaningful and authentic writing experiences.
4. Integration of reading and writing through the analysis and use of a wide variety of texts as models.
5. Collaboration and cooperation across the curriculum so that all subject content areas become opportunities to practice and improve student writing.
6. Regular, strategic and constructive response to student writing, including from teachers, peers and self, throughout the writing process.
7. Flexible grouping arrangements that allow students to work on specific tasks as a class, in groups, in pairs and individually.
8. Conducting mini-lessons that target specific skills and writer's craft.

Shared Writing

In shared writing, the teacher and class model and practice the skills and strategies of the writing process together. The teacher models aloud the writing process, talking about the thinking process, composition and revision while demonstrating writing to the class. Specific skills, writer's craft and vocabulary choices are explained in the context of writing.

In shared writing, the teacher writes for and with the children to support and guide them towards independent writing. Sometimes the children provide ideas while the teacher takes on the task of writing them down. During shared writing, the teacher models and makes explicit the writing process by describing what they are doing and why.

There are three elements of shared writing.

- **Teacher demonstration**
- **Teacher scribing**
- **Supported composition.**

The text used for shared reading often acts as a model for shared writing. Writing frames and check lists developed in shared reading can be used in shared writing.

Teacher demonstration

In teacher demonstration, the teacher identifies a purpose for writing and an audience.

The teacher demonstrates the writing process, involving the children through interaction.

The teacher composes sentences verbally before writing them down.

During writing, the teacher discusses aspects of the writing process such as punctuation, spelling and grammar.

A writing frame and check list may be used.

After writing, the teacher reviews what has been written, edits and improves, using the check list.

Teacher scribing

In teacher scribing, the teacher uses the same techniques as in teacher demonstration except that most of the ideas and suggestions come from the children.

Although the teacher uses the children's ideas the writing should be at a level and using vocabulary beyond what would be expected of the children themselves.

Children can contribute ideas for writing through partner talk and 'show-me' activities.

Supported composition

In supported composition, children do more of the writing for themselves. The teacher provides support directly to the children before, during and after they attempt a short piece of independent writing.

The teacher may provide a model for the children to base their writing on.

Children may work in pairs and discuss and agree what they will write before they begin.

The writing may first be done on small chalk boards so that editing can be done more easily.

Feedback on the writing is given by the teacher as well as by other children and the writing is edited and improved.

Information and Communications Technology

Information and Communications Technology (ICT) is a powerful medium for teaching and learning. ICT is both a resource to support teaching and learning and a medium for students to find things out and express themselves. The visual and interactive nature of some educational applications can be a powerful motivating factor for students.

The use of ICT is embedded in the English Language Arts Student Learning Outcomes for students from ECE to Grade 12. ICT is used by students for gathering, exchanging and sharing information, listening to and viewing electronic media, presenting and publishing.

ICT Standards for Students are published by the National Department of Education.

Criteria for selection of textbooks and learning materials

Textbooks and learning materials, including electronic media and software, used for the teaching and learning of English Language Arts should be carefully selected to meet the following criteria.

1. For Grades ECE to Grade 6, all textbooks and learning materials should be specifically designed for learners of English as a second language or should be supplemented by adapted texts designed for learners of English as a second language. Textbooks and materials produced for native English speakers are not suitable for second language learners.
2. For Grades ECE to Grade 6, all students should be assigned textbooks and learning materials that are designed for their grade level. ECE students should use materials designed for ECE, Grade 1 students should use materials designed for Grade 1, and so on.
3. For Grades 7 to 12, English Language Arts materials produced for native English speakers may be used but must be accompanied by supplementary materials adapted for English language learners.
4. From Grade 7 to 12, students should be working at the equivalent grade level to their English-speaking peers, using English Language Arts materials that are adapted for English language learners. Grade 7 students should use materials designed for Grade 7, Grade 8 students should use materials designed for Grade 8, and so on.
5. A full range of fiction and non-fiction reading materials from a variety of genres, including adapted and graded texts for English language learners, should be available in the classroom or library. Students should have access to these materials and be able to take them home.
6. Textbooks and learning materials should be supported by comprehensive teacher guides.
7. Textbooks and learning materials should support the integration of the four National Curriculum English Language Arts standards (Listening and Speaking, Reading, Writing and Literature).
8. Textbooks and learning materials should encourage the development and consolidation of practical skills through authentic learning activities.
9. Publisher's websites providing teacher guides, lesson plans, additional student activities and interactive learning activities should be used to supplement textbooks.
10. Electronic media such as audio and audio-visual materials on CD, CD-ROM, in saved file format and on the internet should be used to supplement textbooks.

Recommended textbooks and learning materials

The following textbooks and learning materials are strongly recommended as meeting the requirements of students in FSM. The materials are designed specifically for learners of English as a second language or supplemental materials for learners of English as a second language are available to support the core materials.

Grade	Recommended student materials	Recommended teacher materials
9	Elements of Literature Third Course Student Edition (purple)	Elements of Literature Third Course Teacher's Edition
	Elements of Literature Introductory Course Holt Reader adapted version (purple)	The Holt Reader Adapted Version Teacher's Guide Holt English Language Development: ESL/ESOL Teacher's Guide and Resources Package Holt audio Tutor CD-ROM Technology Resources; ThinkCentral
10	Elements of Literature Fourth Course Student Edition (aqua)	Elements of Literature Fourth Course Teacher's Edition
	Elements of Literature Fourth Course Holt Reader adapted version (aqua)	The Holt Reader Adapted Version Teacher's Guide Holt English Language Development: ESL/ESOL Teacher's Guide and Resources Package Holt audio Tutor CD-ROM Technology Resources; ThinkCentral
11	Elements of Literature Fifth Course Student Edition (brown)	Elements of Literature Fifth Course Teacher's Edition
	Elements of Literature Fifth Course Holt Reader adapted version (brown)	The Holt Reader Adapted Version Teacher's Guide Holt English Language Development: ESL/ESOL Teacher's Guide and Resources Package Holt audio Tutor CD-ROM Technology Resources; ThinkCentral
11	Elements of Literature Sixth Course Student Edition (green)	Elements of Literature Sixth Course Teacher's Edition
	Elements of Literature Second Course Holt Reader adapted version (green)	The Holt Reader Adapted Version Teacher's Guide Holt English Language Development: ESL/ESOL Teacher's Guide and Resources Package Holt audio Tutor CD-ROM Technology Resources; ThinkCentral

Student assessment and reporting

The aim of assessment is to provide information on what a pupil can do in relation to the Student Learning Outcomes. This information will enable teachers to improve pupils' learning and the quality of instructional programs.

Student Learning Outcomes should be used as a basis for formative student assessment. Assessment should be a regular feature of what the teacher does every day.

It is not necessary for each Student Learning Outcome to be formally tested. Much assessment can be conducted through teacher observation of students engaged in regular classroom activity. Outcomes of extended topics may also be used for assessment, such as student oral presentations, drama performances or published pieces of writing.

Student work from regular classroom activities should be collected in a portfolio as evidence of achievement. Written work should be annotated with the SLO demonstrated. Students themselves should be encouraged to assess their own learning using the SLOs.

Regular reports to parents should contain details of each student's learning achievements based upon the SLOs.

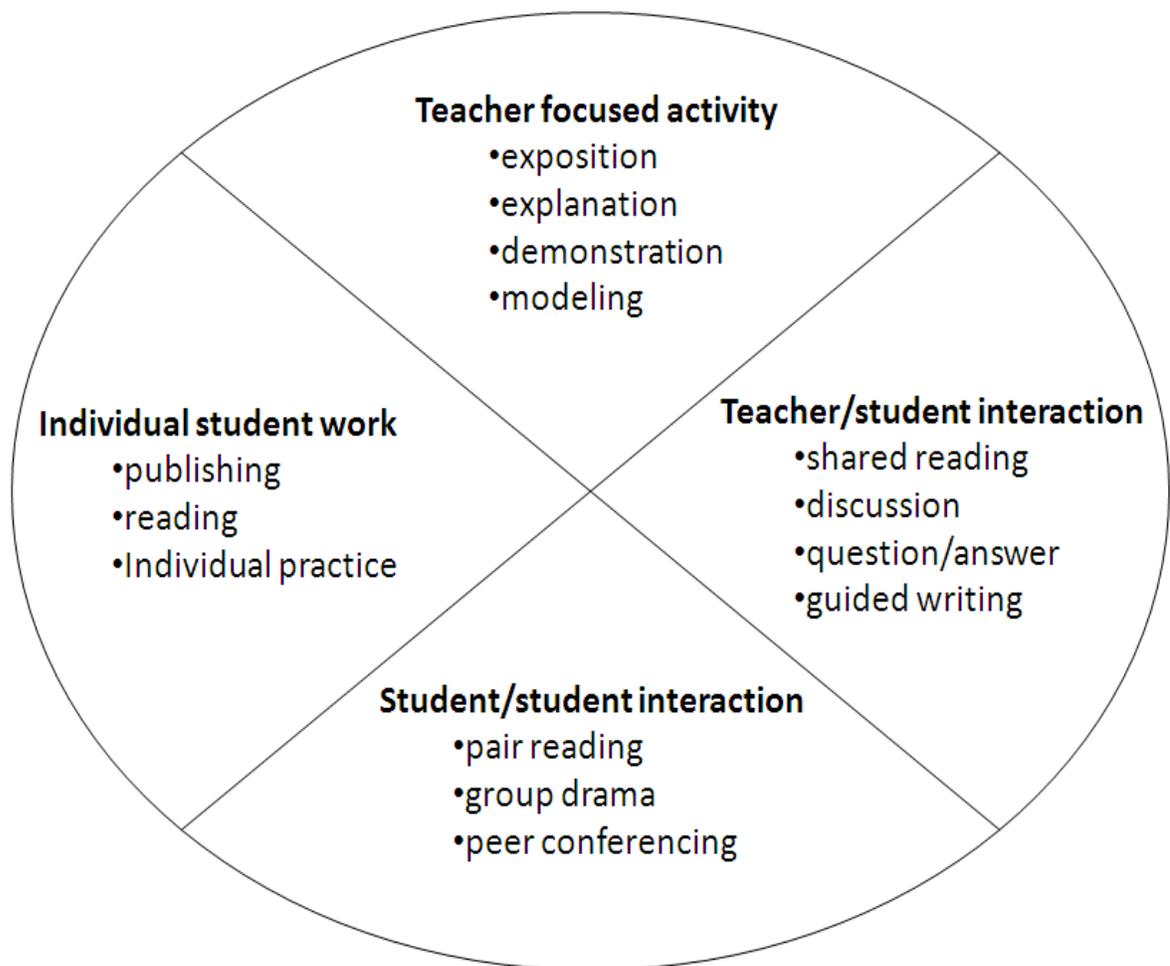
Lesson planning

It is recommended that teachers plan a medium-term sequence of lessons based on a unifying theme or problem rather than engage in isolated, unconnected lessons. Medium term lessons allow for the sequential development of essential skills leading to the achievement of measurable outcomes.

SLOs should be used for the development of lesson objectives, but it is unlikely that an SLO would be achieved in a single lesson. A sequence of lessons may be required in order for students to achieve a single SLO.

Lessons should be lively, interesting and motivating for students. Teachers should accommodate the different learning styles of students by creating a balance of visual, auditory, kinesthetic and tactile experiences.

A balance of teacher centered and student centered activity is recommended. The diagram below shows how a typical lesson may be arranged.



Student Learning Outcomes by Grade

Student Learning Outcomes are arranged by Grade on the following pages. For easy reference, Grade levels are indicated in the shaded boxes on the right or left hand side of each page.

Each Grade level begins with a summary of what activities students are expected to experience and what skills they are expected to acquire in all four standards. This section emphasizes the interrelationship between all four standards.

The English Language Arts Benchmarks are highlighted at the top of each page.

Listening and Speaking**Reading****Writing****Literature**

At Grade 9, students will be able to operate at a Grade level almost comparable to that of a native English speaker. They will continue to develop their English skills through exposure to English in the English lesson and in all other curriculum areas as well. English language will be used by students and teachers for all purposes within the classroom in all subject areas, except for first language lessons.

The English lesson will be conducted exclusively in English. Instructions and directions will be given in English, with TOESL methodology used to support comprehension and correct errors. Switching to first language will not occur except in unavoidable circumstances.

English lessons will provide two hours or more of instruction per day, with a focus on extended practical projects and the application of skills. English lessons will include integrated Speaking and Listening, Reading, Writing and Literature, with more participation by students working in pairs and groups on practical and problem-solving activities in realistic contexts.

Grade 9 students will engage in realistic and practical listening and speaking activities, individually as well as in pairs and small groups. Electronic media will be used as source material and opportunities will be created for students to engage in speaking and listening activities outside the classroom. Formal speaking presentations will be made, often based on research of current and relevant subject matter.

Students will listen to and view, with growing engagement, comprehension and critical analysis, a range of more complex texts and multi-media presentations, from a range of genres, read by their peers, the teacher or through electronic media. They will participate in more detailed retelling and dramatization, using creativity and imagination.

Writing will be conducted through a writing workshop approach where students are given the opportunity to practice the skills and strategies of the writing process. Model texts will be used to expose students to elements of the writer's craft.

Students will respond with growing confidence to more complex, higher order questions and will be able to express ideas and personal opinions fluently in English. They will construct more complex sentences using extensive knowledge of grammar, sentence structure and vocabulary and will gather and use new vocabulary from all subject areas and from a wide range of reading, listening and viewing experiences.

Grade 9 students will read widely from a variety of grade-appropriate texts representing a wide range of genres. They will begin to develop skills in literary appreciation and criticism.

ICT will be integrated into the English program and students will have opportunities to view, research, record, write and present information using ICT skills.

Grade 9

Listening and Speaking

ELA.HS.10. Ask questions as a way to broaden and enrich learning.

Student Learning Outcomes

- a. Listen to an oral presentation or media broadcast appropriate for Grade 9 level and ask questions of the speaker or of a discussion group in order to clarify and enhance understanding of literal and figurative meaning and identify possible lines of further research.
- b. Formulate and use closed and open questions of growing complexity for different purposes.
- c. Develop a series of questions to guide discussion or survey public perceptions on issues of topical interest, such as environmental and social issues.
- d. Conduct a survey on public perceptions on issues of topical interest, such as environmental and social issues, and record outcomes on a digital audio device.
- e. Develop a series of questions to guide individual or small group research into a topic of interest, using reference materials and internet search engines to gather information to address the questions.
- f. Develop higher order questions of medium complexity, including application and analytical questions.

Listening and Speaking

ELA.HS.13 Evaluate personal effectiveness in group discussions and make adjustments as necessary to improve.

Student Learning Outcomes

- a. Show openness to new ideas and alternative points of view and treat the views of others with respect.
- b. Engage in group discussions, simulated conversations, tasks, activities and role-play, using English, in order to solve problems and produce outputs of Grade 9 quality.
- c. Record group discussions, simulated conversations, tasks, activities and role-play, and replay for evaluation purposes, using a video camera and screen.
- d. Evaluate their own contributions to group activities, using pre-established Grade 9 level criteria or rubrics to assess fluency, clarity, pronunciation, intonation, interaction with others, turn-taking and empathy towards others' contributions.
- e. Openly and politely receive critical feedback from Grade 9 peers, reflect on how personal presentation could be improved and incorporate some improvements into the next presentation.
- f. Observe a peer presentation and offer thoughtful, objective, positive and constructive feedback, based on rubrics, appropriate to Grade 9 level.

Grade 9

Listening and Speaking

ELA.HS.14 Use active listening skills to stay engaged and understand what others are saying.

Student Learning Outcomes

- a. Apply pre-listening, during listening and post-listening skills.
- b. Apply pre-listening skills before an oral presentation, including investigating content, promoting motivation, predicting content, identifying the topic, context, audience and purpose; activating and developing prior-knowledge and related vocabulary and pre-setting questions appropriate to Grade 9 level.
- c. Listen to an extended oral presentation suitable for Grade 9 (live or recorded talk or conversation, presentation, reading, news broadcast, announcement, advertisement, etc) as many times as necessary in order to gain full comprehension.
- d. During listening, use a tick-list, chart or graphic organizer to collect key words, key phrases, brief notes and other information.
- e. Identify the audience and purpose and ask and answer direct questions about the presentation.
- f. Identify the main ideas and supporting details.
- g. Demonstrate comprehension of literal and figurative meaning by recounting, paraphrasing and summarizing, answering more detailed questions and engaging in group discussion.
- h. Complete an authentic task or solve a problem using information from a presentation, such as choosing a course of action, selecting a preference and using information for a practical purpose.

Grade 9

Listening and Speaking

ELA.HS.15 Speak appropriately for different purposes and audiences, summarize and critically respond to alternative perspectives on social issues.

Student Learning Outcomes

- a. Select a topic of interest for a presentation to a pre-determined audience and prepare and conduct a research plan, including conducting surveys and interviews with peers and others.
- b. Prepare an oral presentation suited to the purpose and audience, with a clear beginning, middle and end, on a topic of interest to a selected audience, using a table, flow chart or other graphic organizer to maintain a strong focus on the main idea and supporting details.
- c. Rehearse the presentation, using key words, prompt cards and notes, and receive feedback from a peer.
- d. Prepare a variety of appropriate and relevant media to enhance and illustrate the presentation, including carefully selected media from electronic sources such as a digital camera, clipart or internet downloads, maps, graphs and real objects.
- e. Make a complex oral presentation of narrative, expository, descriptive and persuasive type, using appropriate Grade 9 level grammar and vocabulary and near-fluent speech, using supporting media including electronic media, to a variety of audiences, including adults.
- f. Maintain eye contact and 'read' audience gestures and body language feedback during oral presentations, adapting pace and volume accordingly.
- g. Answer questions posed by an audience to an oral presentation.
- h. Research and discuss an issue of topical interest, such as a social or environmental problem, from a variety of perspectives.
- i. Prepare and engage in an informal debate on complex topics of relevance to Grade 9 peers, stating a point of view with supporting arguments, taking turns and listening to the views of others with respect.
- j. Evaluate the strength of the arguments used by self and other speakers, including argument by emotion and logic.
- k. Receive critical feedback from Grade 9 peers based on agreed rubrics for clarity, quality, effectiveness and coherence, reflect on how personal presentation could be improved and incorporate some improvements into the next presentation.
- l. Observe a peer presentation and offer thoughtful positive and constructive feedback, appropriate to Grade 9 level.

Grade 9

Listening and Speaking

ELA.HS.11 Apply skills to participate in real life situations.

Student Learning Outcomes

- a. Apply advanced listening skills to listen to and view a wide range of media, analyze content and purpose and form rational opinions.
- b. Recognize and evaluate the effectiveness of persuasive arguments and more subtle persuasive techniques observed in mass media.
- c. Formulate judgments about oral or media presentations and support these judgments with convincing evidence.
- d. Analyze persuasive media, including advertisements, editorials and features and respond from a critical perspective.
- e. Apply listening and speaking skills to participate effectively in a range of practical activities and projects, both in school and in the wider community, including the workplace.
- f. Apply listening and speaking skills appropriate to Grade 9 level in the development of a media broadcast or presentation on an issue or subject of topical interest, using freely available downloadable sound-mixing software.

Reading

ELA.HS. 2 Read to acquire knowledge and skills to function appropriately in daily life.

Student Learning Outcomes

- a. Demonstrate full mastery and independent use of advanced word-level and text-level reading strategies including using prior knowledge, text features, inference, prediction, re-reading and reading ahead where necessary when reading Grade 9 level texts.
- b. Use a variety of strategies to support word-level comprehension, interpretation and analysis of Grade 9 level texts, including knowledge of affixes, derivatives, inflections and root words.
- c. Recognize the denotative and connotative meanings of words and determine positive, neutral or negative shades of meaning and nuance in a wider range of vocabulary encountered in Grade 9 level texts.
- d. Independently use reference books, catalogue systems (including Dewey Decimal Classification System), electronic media and other materials, including dictionaries, thesauruses and reference books, to support word-level and text-level comprehension and interpretation of Grade 9 level texts and other materials.
- e. Use a variety of pre-, during and after reading strategies, such as Directed Reading Thinking Activity (DRTA) Survey, Question, Read Write (SQRW) and KWL.
- f. Select the most appropriate graphic organizer to fit the purpose, and use it to visualize, analyze, compare, classify, restate or summarize a Grade 9 level text, including making notes on main ideas and supporting details.
- g. Select appropriate extended texts of full book length and read for a wide variety of purposes, including academic, personal and social, adjusting the reading style according to the purpose and nature of the text.
- h. Read independently, at a rate of about one book per month, from a wide range of Grade 9 level full book length fiction and non-fiction texts, including reading outside the classroom.
- i. Read with discretion, make inferences based on explicit and implied information and be able to identify bias, distortion and stereo-typing in texts, including those found on the internet, in magazines and in other media.
- j. Read and interpret non-text items such as illustrations, diagrams, charts and figures in Grade 9 level and other texts
- k. Read widely in order to support cross-curricular academic research and learning, to remain informed about local and international issues, such as climate change, health and social issues, and to be able to function in daily life as an informed citizen.
- l. Read Grade 9 level and other texts with native-speaker fluency, intonation, pronunciation and expression.

Grade 9

Reading

ELA. CPP Read to experience a variety of literature, acquire knowledge and learn new skills.

Student Learning Outcomes

- a. Read, analyze, compare and contrast a range of complimentary Grade 9 level texts (narrative, expository, descriptive and persuasive) and express more thoughtful and mature judgments and opinions about the extent to which the author achieves their purpose, states their thesis, supports their argument or expresses their point of view, noting instances of bias and stereotyping.
- b. Read, compare and contrast a range of complimentary Grade 9 level texts (narrative, expository, descriptive and persuasive) and express personal judgments and opinions, with supportive evidence.
- c. Recognize figurative language (imagery, symbolism, simile, metaphor, personification, idioms, alliteration, onomatopoeia and hyperbole) in Grade 9 level texts as well as classical and modern literature, and interpret the author's purpose and meaning.
- d. Read widely from a range of classical and modern literature appropriate for Grade 9 readers.
- e. Analyze, compare and respond to complex themes and literary devices, including foreshadowing and flashback, characterization, conflict and motivation, in a range of classical and modern literature appropriate for Grade 9 readers.
- f. Identify, recognize, learn and apply ideas, concepts, instructions, skills or principles from a range of Grade 9 level texts and reference materials from across the curriculum.
- g. Independently ask and answer questions that compare, contrast, classify and describe information and concepts contained in Grade 9 level texts and reference materials from across the curriculum.
- h. Independently ask and answer questions that infer, predict and combine ideas, information and concepts contained in a number of related Grade 9 level texts or reference materials from across the curriculum.
- i. Identify common themes, concepts, features and structural elements in a range of Grade 9 level texts of different genres.
- j. Use an appropriate graphic organizer to analyze, compare and contrast common themes and concepts in a number of related Grade 9 texts.
- k. Read and make practical use of a variety of instruction manuals, assembly or construction plans, user guides, operator guides and maintenance guides in vocational and other curriculum areas.

Grade 9

Reading

ELA.HS.11 Apply skills to participate in real life situations.

Student Learning Outcomes

- a. Reflect on the range of texts read in Grade 9 and suggest some ways in which they are useful in daily life.
- b. Locate and select appropriate texts to read in order to solve a practical problem, achieve a real-life purpose or complete a task.
- c. Read and interpret the purpose and content of workplace documents and electronic texts, including business letter, minutes, memos, forms, contracts and procedural manuals.
- d. Read workplace texts and apply the information they contain to performing job-related tasks and solving problems.
- e. Read and follow technical manuals and safety instructions for electronic and mechanical devices, such as music players, computers, tools and equipment.
- f. Read and interpret common technical terms, abbreviations and jargon.
- g. Read a broad range of texts to explore and understand many dimensions of human experience and to make informed decisions about social, cultural, ethical and environmental issues.

Writing

ELA.HS.3 Use a variety of strategies and skills to independently conduct research and write a three to five page paper on a topic of interest.

Student Learning Outcomes

- a. Identify a topic and purpose appropriate for Grade 9 and develop leading questions that support inquiry, investigation, analysis, synthesis, evaluation and research.
- b. Select appropriate Grade 9 level primary and secondary resource materials, including electronic texts, search for relevant information using contents page and index, and synthesize and extract key points and supporting details to fulfill their purpose.
- c. Write notes and extended answers to teacher-generated questions about a Grade 9 level non-fiction text.
- d. Write short notes, capturing the main points and supporting details of a non-fiction text or visual presentation, using a graphic organizer selected or developed to fit the purpose.
- e. Write short notes on an analysis of two or more Grade 9 level non-fiction texts, using an appropriate graphic organizer, such as using a Venn diagram to compare and contrast.
- f. Use notes from a graphic organizer to write an original summary, analysis or synthesis based on information extracted from Grade 9 level non-fiction text or texts.
- g. Acknowledge the reference materials and sources of information consulted using an informal method of citation, including footnotes, endnotes and a bibliography.
- h. Write an explanation, commentary or interpretation for a chart, graph or diagram.
- i. Use dictionaries and thesauruses to improve word choice.
- j. Listen to or view a broadcast appropriate to Grade 9, note important points and make a written summary.

Grade 9

Writing

ELA.HS.7 Write a composition that demonstrates effective use of descriptive language to clarify and enhance meaning and ideas.

(For example, make effective use of adjectives, adverbs, similes and metaphors)

Student Learning Outcomes

- a. Follow a writing workshop approach, over an extended period, incorporating the four stages of the writing process, to produce refined and polished pieces of writing at Grade 9 level.
- b. Identify a realistic writing scenario, based on personal interest and experience, current events or social issues, determine the essential features of the text type that most suits the purpose and audience and generate creative, innovative and reflective ideas that are appropriate for writing at Grade 9 level.
- c. Discuss ideas for writing in a pre-writing conference with a teacher, a peer or a group of peers.
- d. Use an appropriate graphic organizer, story map or writing frame to record and organize ideas for a piece of writing.
- e. Write first drafts of narrative, expository, descriptive and persuasive texts that demonstrate knowledge of the conventions of these text types.
- f. Write accounts, reports, analyses and descriptions in other curriculum areas, using vocabulary, sentence and paragraph structures that are appropriate to Grade 9 level.
- g. Write a variety of fiction texts appropriate to Grade 9, applying a variety of literary devices in narrative and descriptive texts, including similes, metaphors, imagery, alliteration and personification.
- h. Write non-fiction texts using well organized and coherent sentences and paragraphs, showing effective movement from the general to the specific, and providing sufficient details and examples to support a clear and coherent thesis.
- i. Write non-fiction texts using well organized and coherent three-part structured paragraphs that contain an introduction or topic sentence, body and conclusion.
- j. Write non-fiction texts in Grade 9 level curriculum content areas so as to clarify ideas, explore concepts and support understanding.
- k. Write using neatly formed, forward sloping and uniform cursive script appropriate for Grade 9.
- l. Type and print or display a finished piece of writing, for a specific purpose and audience, appropriate for Grade 9, including appropriate illustrations, charts and tables, using Microsoft Word, PowerPoint or other word processing software.

Grade 9

Writing

ELA.HS.8 Write with a good command of grammar and mechanical conventions appropriate to high school level.

Student Learning Outcomes

- a. Edit and revise Grade 9 level texts with attention to correct grammar, capitalization, punctuation, spelling, and sentence and paragraph structure.
- b. Maintain consistency of verb tenses in extended Grade 9 level texts.
- c. Write and correctly punctuate Grade 9 level complex sentences containing dependent and independent clauses, using a variety of coordinating conjunctions (*and, but, for, or, nor, so* and *yet*) and independent marker words (*also, consequently, furthermore, however, moreover, nevertheless* and *therefore*).
- d. Write Grade 9 level complex sentences showing agreement of singular verbs and subjects and plural verbs and subjects.
- e. Write Grade 9 level complex sentences showing agreement between pronouns and antecedents.
- f. Write Grade 9 level complex sentences using the correct pronoun case.

Grade 9

Writing

ELA.HS.9 Use peer-coaching strategies to proof read and improve on the writing of final drafts.

Student Learning Outcomes

- a. In collaboration with peers, read aloud a draft text, listening for possible errors at word, sentence and text level.
- b. Proofread peers' work with a focus on a particular usage, such as punctuation or spelling, looking up suspected errors in a dictionary, reference book or on the internet.
- c. Use a range of standard proofreader's marks and notation.
- d. Participate in peer or teacher conferencing, using a Grade 9 level text, with an emphasis on editing to improve word choice, sentence structure and overall content.
- e. Receive feedback from the text's intended audience and apply it to improving future writing.
- f. Keep a portfolio with a variety of drafts and finished texts showing skills development and progression over time.

Grade 9

Writing

ELA.HS.11 Apply skills to participate in real life situations.

Student Learning Outcomes

- a. Identify a Grade 9 appropriate real-life purpose and audience for writing and select the most appropriate of the four forms of writing.
- b. Use the writing process to complete a text of Grade 9 standard to achieve a purpose, complete a project, solve problems and achieve desired outcomes, especially in social, academic and workplace-related contexts.
- c. Keep a writing journal and make frequent entries on items of personal interest.
- m. Write non-fiction texts in Grade 9 curriculum content areas in order to clarify ideas, explore concepts and support understanding.

Grade 9

Literature

ELA.HS.1 Use new grade appropriate vocabulary, including higher-level content area vocabulary, learned through reading and word study.

Student Learning Outcomes

- a. Distinguish between literal and figurative language in contemporary and traditional literature appropriate to Grade 9 level.
- b. Distinguish between denotation and connotation in contemporary and traditional literature appropriate to Grade 9 level.
- c. Analyze new vocabulary and use knowledge of context and etymology to discern the author's meaning.
- d. Make use of thesauruses, dictionaries and reference materials to analyze and determine the meaning of new vocabulary in contemporary and traditional literature appropriate to Grade 9 level.
- e. Make appropriate use of new vocabulary, from contemporary and traditional literature appropriate to Grade 9 level, in speech and writing.

Grade 9

Literature

ELA.HS.4 Analyze and evaluate context to see how the author's message was influenced by real-life situations in society and culture.

Student Learning Outcomes

- a. Read, listen to and view a range of Grade 9 level literature from a variety of historical, social and cultural sources.
- b. Research and analyze the historical, social and cultural themes and issues that form the context of a range of Grade 9 level literature.
- c. Analyze the way in which a work of literature is related to and influenced by the themes and issues of its historical, social or cultural context.
- d. Read widely from a range of classical and modern literature appropriate for Grade 9 readers and develop insights about the author's purpose and intended audience.
- e. Compare how a major theme is dealt with in literature from two different historical, social or cultural contexts.
- f. Analyze, compare and respond to complex themes and literary devices, including foreshadowing and flashback, characterization, conflict and motivation, in a range of classical and modern literature appropriate for Grade 9 readers.
- g. Recognize figurative language (imagery, symbolism, simile, metaphor, personification, idioms, alliteration, onomatopoeia and hyperbole) in Grade 9 level texts as well as classical and modern literature, and interpret the author's purpose and meaning.
- h. Analyze, compare and respond to complex themes and narrative devices used in a range of different media productions that are appropriate for Grade 9 viewers.

Grade 9

Literature

ELA.HS.5 Demonstrate understanding of those factors that commonly affect the use of language, such as gender, social class, family relationships and ethnicity.

Student Learning Outcomes

- a. Distinguish between literal and figurative language in contemporary and traditional literature appropriate to Grade 9 level.
- b. Distinguish between denotation and connotation in contemporary and traditional literature appropriate to Grade 9 level.
- c. Analyze new vocabulary and use knowledge of context and etymology to discern the author's meaning.
- d. Make use of thesauruses, dictionaries and reference materials to analyze and determine the meaning of new vocabulary in contemporary and traditional literature appropriate to Grade 9 level.
- e. Make appropriate use of new vocabulary, from contemporary and traditional literature appropriate to Grade 9 level, in speech and writing.

Grade 9

Literature

ELA.HS.6 Compare history, form (discourse, word order, grammar), function (purpose, text type, genre), and value of the vernacular language and that of the English language, depending upon states' policies.

Student Learning Outcomes

- a. Make a short comparative study of the history of the vernacular language and English, with attention to etymology of common vocabulary found in Grade 9 level contemporary and traditional literature.
- b. Make a short comparative study noting similarities and differences in the form of the vernacular language and English, using contemporary and traditional literature appropriate to Grade 9 level.
- c. Make a short comparative study noting similarities and differences in the function of the vernacular language and English, using contemporary and traditional literature appropriate to Grade 9 level.
- d. Conduct research amongst peers and make a short comparative study of the values placed upon contemporary and traditional literature appropriate to Grade 9 level in vernacular language and English.

Grade 9

Literature

ELA.HS.2 Read to acquire knowledge and skills to function appropriately in daily life.

Student Learning Outcomes

- a. Read, analyze, compare and contrast a range of complimentary Grade 9 level prose, poetry and drama texts and express more thoughtful and mature judgments and opinions about the language and literary devices the author uses to achieve their purpose.
- b. Identify and discuss the effect on the reader of common themes, concepts, features and structural elements in a range of Grade 9 level texts of different genres.
- c. Use an appropriate graphic organizer to analyze, compare and contrast common themes and concepts in a number of related Grade 9 level literary texts.
- d. Read independently and widely from a broad and enriching range of literature by a variety of authors.
- e. Demonstrate an appreciation for reading for pleasure, information and self-improvement.
- f. Read widely, from a range of literary genres appropriate for Grade 9 readers, to support learning in other curriculum subject areas, including social studies, cultural studies and history.
- g. Read widely from a variety of Grade 9 level literary texts in order to appreciate different viewpoints and perspectives on important themes that affect daily life.

Grade 9

Literature

ELA.HS.12 View a presentation or show, recall important information and critique from a variety of perspectives including cultural.

Student Learning Outcomes

- a. View on-screen or live dramatic representations of a variety of contemporary and traditional literary genres appropriate for grade 9 level.
- b. Recall and retell important main points and details of on-screen or live dramatic representations of a variety of contemporary and traditional literary genres appropriate for grade 9 level.
- c. Compare two different on-screen or live dramatic representations appropriate for grade 9 level, stating personal preferences.
- d. Analyze the cultural relevance of on-screen or live dramatic representations appropriate for grade 9 level, stating personal insights.
- c. Appraise the extent to which on-screen or live dramatic representations, appropriate for grade 9 level, represent and promote multi-cultural perspectives.

Grade 9

Literature

ELA.HS.11 Apply skills to participate in real life situations.

Student Learning Outcomes

- a. Read and reflect on a range of literary texts suitable for Grade 9 and evaluate the extent to which they make a positive contribution to everyday life.
- b. Locate and select appropriate texts to read in order to solve a practical problem, achieve a real-life purpose or complete a task.
- c. Read a broad range of texts to explore and understand many dimensions of human experience and to make informed decisions about social, cultural, ethical and environmental issues.

Grade 9

Listening and Speaking**Reading****Writing****Literature**

At Grade 10, students will be able to operate at a Grade level comparable to that of a native English speaker. They will continue to develop their English skills through exposure to English in the English lesson and in all other curriculum areas as well. English language will be used by students and teachers for all purposes within the classroom in all subject areas, except for first language lessons.

The English lesson will be conducted exclusively in English. Instructions and directions will be given in English, with TOESL methodology used to support comprehension and correct errors. Switching to first language will not occur except in unavoidable circumstances.

English lessons will provide two hours or more of instruction per day, with a focus on extended practical projects and the application of skills. English lessons will include integrated Speaking and Listening, Reading, Writing and Literature, with more participation by students working in pairs and groups on practical and problem-solving activities in realistic contexts.

Grade 10 students will engage in realistic and practical listening and speaking activities, individually as well as in pairs and small groups. Electronic media will be used as source material and opportunities will be created for students to engage in speaking and listening activities outside the classroom. Formal speaking presentations will be made, often based on research of current and relevant subject matter.

Students will listen to and view, with growing engagement, comprehension and critical analysis, a range of more complex texts and multi-media presentations, from a range of genres, read by their peers, the teacher or through electronic media. They will participate in more detailed retelling and dramatization, using creativity and imagination.

Writing will be conducted through a writing workshop approach where students are given the opportunity to practice the skills and strategies of the writing process. Model texts will be used to expose students to elements of the writer's craft.

Students will respond with growing confidence to more complex, higher order questions and will be able to express ideas and personal opinions fluently in English. They will construct more complex sentences using extensive knowledge of grammar, sentence structure and vocabulary and will gather and use new vocabulary from all subject areas and from a wide range of reading, listening and viewing experiences.

Grade 10 students will read widely from a variety of grade-appropriate texts representing a wide range of genres. They will begin to develop skills in literary appreciation and criticism.

ICT will be integrated into the English program and students will have opportunities to view, research, record, write and present information using ICT skills.

**Grade
10**

**Listening and
Speaking**

ELA.HS 10. Ask questions as a way to broaden and enrich learning.

Student Learning Outcomes

- a. Listen to an oral presentation or media broadcast appropriate for Grade 10 level and ask questions of the speaker or of a discussion group in order to clarify and enhance understanding of literal and figurative meaning and identify possible lines of further research.
- b. Formulate and use open and enabling questions of growing complexity for different purposes.
- c. Develop a series of searching and enabling questions to guide discussion, elicit information or survey public perceptions on issues of topical interest, such as environmental and social issues.
- d. Conduct a survey on public perceptions on issues of topical interest, such as environmental and social issues, and record outcomes on a digital audio device.
- e. Develop a series of questions to guide individual or small group research into a topic of interest, using reference materials and internet search engines to gather information to address the questions.
- f. Develop higher order questions of medium complexity, including questions of application, analysis, synthesis, interpretation and evaluation.

**Grade
10**

**Listening and
Speaking**

ELA.HS.13 Evaluate personal effectiveness in group discussions and make adjustments as necessary to improve.

Student Learning Outcomes

- a. Show openness to new ideas and alternative points of view and treat the views of others with respect.
- b. Engage in group discussions, simulated conversations, tasks, activities and role-play, using English, in order to solve problems and produce outputs of Grade 10 quality.
- c. Record group discussions, simulated conversations, tasks, activities and role-play, and replay for evaluation purposes, using a video camera and screen.
- d. Evaluate the clarity, quality, effectiveness, and general coherence of their own contributions to group activities, using pre-established Grade 10 level criteria or rubrics to assess fluency, clarity, pronunciation, intonation, interaction with others, turn-taking and empathy towards others' contributions.
- e. Openly and politely receive critical feedback from Grade 10 peers, reflect on how personal presentation could be improved and incorporate some improvements into the next presentation.
- f. Observe a peer presentation and offer thoughtful, objective, positive and constructive feedback, based on rubrics, appropriate to Grade 10 level.

Listening and Speaking

ELA.HS.14 Use active listening skills to stay engaged and understand what others are saying.

Student Learning Outcomes

- a. Apply pre-listening, during listening and post-listening skills.
- b. Apply pre-listening skills before an oral presentation, including investigating content, promoting motivation, predicting content, identifying the topic, context, audience and purpose; activating and developing prior-knowledge and related vocabulary and pre-setting questions appropriate to Grade 10 level.
- c. Listen to an extended oral presentation suitable for Grade 10 (live or recorded talk or conversation, presentation, reading, news broadcast, announcement, advertisement, etc) as many times as necessary in order to gain full comprehension.
- d. During listening, use a tick-list, chart or graphic organizer to collect key words, key phrases, brief notes and other information.
- e. Identify the audience and purpose and ask and answer direct questions about the presentation.
- f. Identify the main ideas and supporting details.
- g. Demonstrate comprehension of literal and figurative meaning by recounting, paraphrasing and summarizing, answering more detailed questions and engaging in group discussion.
- h. Complete an authentic task or solve a problem using information from a presentation, such as choosing a course of action, selecting a preference and using information for a practical purpose.

**Grade
10**

Listening and Speaking

ELA.HS.15 Speak appropriately for different purposes and audiences, summarize and critically respond to alternative perspectives on social issues.

Student Learning Outcomes

- a. Select a topic of interest for a presentation to a pre-determined audience and prepare and conduct a research plan, including conducting surveys and interviews with peers and others.
- b. Prepare an oral presentation suited to the purpose and audience, with a clear opening statement of the main thesis, logically structured with a beginning, middle and concluding statement, on a topic of interest to a selected audience, using a table, flow chart or other organizational structure.
- c. Rehearse the presentation, using key words, prompt cards and notes, and receive feedback from a peer.
- d. Prepare a variety of appropriate and relevant media to enhance and illustrate the presentation, including carefully selected media from electronic sources such as a digital camera, clipart or internet downloads, maps, graphs and real objects.
- e. Make a complex oral presentation of narrative, expository, descriptive and persuasive type, using appropriate Grade 10 level grammar and vocabulary and near-fluent speech, with appropriate, relevant, credible and valid evidence to support the main thesis, using supporting media including electronic media, to a variety of audiences, including adults.
- f. Maintain eye contact and 'read' audience gestures and body language feedback during oral presentations, adapting pace and volume accordingly.
- g. Answer questions posed by an audience to an oral presentation.
- h. Research and discuss an issue of topical interest, such as a social or environmental problem, from a variety of perspectives.
- i. Prepare and engage in an informal debate on complex topics of relevance to Grade 10 peers, stating a point of view with supporting arguments, taking turns and listening to the views of others with respect.
- j. Evaluate the strength of the arguments used by self and other speakers, including argument by causation, analogy, authority, emotion and logic.
- k. Receive critical feedback from Grade 9 peers based on agreed rubrics for clarity, quality, effectiveness, coherence, organization and delivery, reflect on how personal presentation could be improved and incorporate some improvements into the next presentation.
- l. Observe a peer presentation and offer thoughtful positive and constructive feedback, appropriate to Grade 10 level.

**Grade
10**

Listening and Speaking

ELA.HS.11 Apply skills to participate in real life situations.

Student Learning Outcomes

- a. Apply advanced listening skills to listen to and view a wide range of media, analyze content and purpose, recognize point of view and form rational opinions.
- b. Recognize and evaluate the effectiveness of persuasive arguments and more subtle persuasive techniques observed in mass media.
- c. Formulate judgments about oral or media presentations and support these judgments with convincing evidence.
- d. Compare and contrast the ways in which different media cover the same events.
- e. Analyze and evaluate persuasive media, including advertisements, editorials and features, recognize and distinguish between dispassionate observation and personal involvement and respond from a critical perspective.
- f. Apply speaking and listening skills to participate effectively in a range of practical activities and projects, both in school and in the wider community, including the workplace.
- g. Apply listening and speaking skills appropriate to Grade 10 level in the development of a media broadcast, presentation or documentary on an issue or subject of topical interest, using freely available downloadable sound-mixing software.

**Grade
10**

Reading

ELA.HS. 2 Read to acquire knowledge and skills to function appropriately in daily life.

Student Learning Outcomes

- a. Demonstrate full mastery and independent use of advanced word-level and text-level reading strategies including using prior knowledge, text features, inference, prediction, re-reading and reading ahead where necessary when reading Grade 10 level texts.
- b. Use a variety of strategies to support word-level comprehension, interpretation and analysis of Grade 10 level texts, including knowledge of affixes, derivatives, inflections and root words.
- c. Recognize the denotative and connotative meanings of words and determine positive, neutral or negative shades of meaning and nuance in a wider range of vocabulary encountered in Grade 10 level texts.
- d. Independently use reference books, catalogue systems (including Dewey Decimal Classification System), electronic media and other materials, including dictionaries, thesauruses and reference books, to support word-level and text-level comprehension and interpretation of Grade 10 level texts and other materials.
- e. Use a variety of pre-, during and after reading strategies, such as Directed Reading Thinking Activity (DRTA) Survey, Question, Read Write (SQRW) and KWL.
- f. Select the most appropriate graphic organizer to fit the purpose, and use it to visualize, analyze, compare, classify, restate or summarize a Grade 10 level text, including making notes on main ideas and supporting details and compiling a bibliography of works consulted.
- g. Select appropriate extended texts of full book length and read, using skimming and scanning when appropriate, for a wide variety of purposes including academic, personal and social, adjusting the reading style according to the purpose and nature of the text.
- h. Read independently, at a rate of about one book per month, from a wide range of Grade 10 level full book length fiction and non-fiction texts, including reading outside the classroom.
- i. Read with discretion, evaluate the veracity of information and make judgments and inferences based on explicit and implied information and be able to identify bias, distortion, stereo-typing and other questionable practices in texts, including those found on the internet, in magazines and in other media.
- j. Read and interpret non-text items such as illustrations, diagrams, charts and figures in Grade 10 level and other texts
- k. Read widely in order to support cross-curricular academic research and learning, synthesizing information from a variety of sources, to remain informed about local and international issues, such as climate change, health and social issues, and to be able to function in daily life as an informed citizen.
- l. Read Grade 10 level and other texts with native-speaker fluency, intonation, pronunciation and expression.

**Grade
10**

Reading

ELA. CPP Read to experience a variety of literature, acquire knowledge and learn new skills.

Student Learning Outcomes

- a. Read, analyze, compare and contrast a range of complimentary Grade 10 level texts (narrative, expository, descriptive and persuasive) and express more thoughtful and mature judgments and opinions about the extent to which the author achieves their purpose, states their thesis, supports their argument or expresses their point of view, noting instances of bias and stereotyping.
- b. Read, compare and contrast a range of complimentary Grade 10 level texts (narrative, expository, descriptive and persuasive) and express more insightful personal judgments and opinions, with supportive evidence.
- c. Recognize figurative language (imagery, symbolism, simile, metaphor, personification, idioms, alliteration, onomatopoeia and hyperbole) in Grade 10 level texts as well as classical and modern literature, and interpret the author's purpose and meaning.
- d. Read widely from a range of classical and modern literature appropriate for Grade 10 readers.
- e. Analyze at greater depth, compare and respond at length to complex plots, themes and literary devices, including foreshadowing and flashback, characterization, conflict and motivation, in a range of classical and modern literature appropriate for Grade 10 readers.
- f. Identify, recognize, learn and apply ideas, concepts, instructions, skills or principles from a range of Grade 10 level texts and reference materials from across the curriculum.
- g. Independently ask and answer questions that compare, contrast, classify and describe information and concepts contained in Grade 10 level texts and reference materials from across the curriculum.
- h. Independently ask and answer questions that infer, predict and combine ideas, information and concepts contained in a number of related Grade 10 level texts or reference materials from across the curriculum.
- i. Identify common themes, concepts, features and structural elements in a range of Grade 10 level texts of different genres.
- j. Use an appropriate graphic organizer to analyze, compare and contrast common themes and concepts in a number of related Grade 10 texts.
- k. Read and make practical use of a variety of instruction manuals, assembly or construction plans, user guides, operator guides and maintenance guides in vocational and other curriculum areas.

**Grade
10**

Reading

ELA.HS.11 Apply skills to participate in real life situations.

Student Learning Outcomes

- a. Reflect on the range of texts read in Grade 10 and suggest a wider variety of ways in which they are useful in daily life.
- b. Locate and select appropriate texts to read in order to solve a more complex practical problem, achieve a real-life purpose or complete a task.
- c. Read and interpret the purpose and content of workplace documents and electronic texts, including business letter, minutes, memos, forms, contracts and procedural manuals.
- d. Read workplace texts and apply the information they contain to performing more complex job-related tasks and solving problems.
- e. Read and follow technical manuals and safety instructions for electronic and mechanical devices, such as music players, computers, tools and equipment.
- f. Read and interpret less common technical terms, abbreviations and jargon.
- g. Read a broad range of texts to explore and understand many dimensions of human experience and to make informed decisions about social, cultural, ethical and environmental issues.

Writing

ELA.HS.3 Use a variety of strategies and skills to independently conduct research and write a three to five page paper on a topic of interest.

Student Learning Outcomes

- a. Identify a topic and purpose appropriate for Grade 10 and develop leading questions that support inquiry, investigation, analysis, synthesis, evaluation and research.
- b. Select appropriate Grade 10 level primary and secondary resource materials, including electronic texts, search for relevant information using contents page and index, and synthesize and extract key points and supporting details to fulfill their purpose.
- c. Write notes and extended answers to teacher-generated questions about a Grade 10 level non-fiction text.
- d. Write short notes, capturing the main points and supporting details of a non-fiction text or visual presentation, using a graphic organizer selected or developed to fit the purpose.
- e. Write short notes, capturing the main points and supporting details of a non-fiction text or visual presentation, using a note-taking method, such as the Cornell method, to record, reduce, recite, reflect and review information.
- f. Write short notes on an analysis or evaluation of two or more Grade 10 level non-fiction texts, using an appropriate graphic organizer, such as using a Venn diagram to compare and contrast.
- g. Use notes from a graphic organizer to write an original summary, analysis, synthesis or evaluation based on information extracted from a Grade 10 level non-fiction text or texts.
- h. Acknowledge the reference materials and sources of information consulted using a more formal or standardized method of citation, including in-text citations, footnotes, endnotes and a bibliography.
- i. Embed concise and relevant quotations in original text using the conventions of standard citation and avoiding plagiarism.
- j. Write an explanation, commentary or interpretation for a chart, graph or diagram.
- k. Use dictionaries and thesauruses to improve word choice.
- l. Listen to or view a broadcast appropriate to Grade 8, note important points and make a written summary.

Writing

ELA.HS.7 Write a composition that demonstrates effective use of descriptive language to clarify and enhance meaning and ideas.

(For example, make effective use of adjectives, adverbs, similes and metaphors)

Student Learning Outcomes

- a. Follow a writing workshop approach, over an extended period, incorporating the four stages of the writing process, to produce refined and polished pieces of writing at Grade 10 level.
- b. Identify a realistic writing scenario, based on personal interest and experience, current events or social issues, determine the essential features of the text type that most suits the purpose and audience and generate creative, innovative and reflective ideas that are appropriate for writing at Grade 10 level.
- c. Discuss and develop ideas for writing in a pre-writing conference with a teacher, a peer or a group of peers.
- d. Use an appropriate graphic organizer, story map or writing frame to record and organize ideas for a piece of writing.
- e. Write first drafts of narrative, expository, descriptive and persuasive texts that demonstrate knowledge of the conventions of these text types.
- f. Write accounts, reports, analyses and descriptions in other curriculum areas, using vocabulary, sentence and paragraph structures that are appropriate to Grade 10 level.
- g. Write a variety of fiction texts appropriate to Grade 10, applying a variety of literary devices in narrative and descriptive texts, including similes, metaphors, imagery, alliteration and personification.
- h. Write, using passive and active voice, non-fiction texts that are well organized with coherent sentences and paragraphs, showing effective movement from the general to the specific, and providing sufficient details and examples to support a clear and coherent thesis.
- i. Write non-fiction texts using well organized and coherent three-part structured paragraphs that contain an introduction or topic sentence, body and conclusion.
- j. Write non-fiction texts in Grade 10 level curriculum content areas so as to clarify ideas, explore concepts and support understanding.
- k. Write using neatly formed, forward sloping and uniform cursive script appropriate for Grade 10.
- l. Type and print or display an extended piece of writing, for a specific purpose and audience, appropriate for Grade 10, including appropriate title page, headers and footers, margins, illustrations, charts and tables, using Microsoft Word, PowerPoint or other word processing software.

**Grade
10**

Writing

ELA.HS.8 Write with a good command of grammar and mechanical conventions appropriate to high school level.

Student Learning Outcomes

- a. Edit and revise Grade 10 level texts with attention to correct grammar, capitalization, punctuation, spelling, and sentence and paragraph structure.
- b. Maintain consistency of verb tenses in extended Grade 9 level texts.
- c. Write and correctly punctuate Grade 10 level complex sentences containing dependent and independent clauses, using a variety of coordinating conjunctions (*and, but, for, or, nor, so* and *yet*) and independent marker words (*also, consequently, furthermore, however, moreover, nevertheless* and *therefore*).
- d. Write Grade 10 level complex sentences showing agreement of singular verbs and subjects and plural verbs and subjects.
- e. Write Grade 10 level complex sentences showing agreement between pronouns and antecedents.
- f. Write Grade 10 level complex sentences using the correct pronoun case.

**Grade
10**

Writing

ELA.HS.9 Use peer-coaching strategies to proof read and improve on the writing of final drafts.

Student Learning Outcomes

- a. In collaboration with peers, read aloud a draft text, listening for possible errors at word, sentence and text level.
- b. Proofread peers' work with a focus on a particular usage, such as punctuation or spelling, looking up suspected errors in a dictionary, reference book or on the internet.
- c. Use a range of standard proofreader's marks and notation.
- d. Participate in peer or teacher conferencing, using a Grade 10 level text, with an emphasis on editing to improve word choice, sentence structure and overall content.
- e. Receive feedback from the text's intended audience and apply it to improving future writing.
- f. Keep a portfolio with a variety of self-annotated drafts and finished texts showing skills development and progression over time.

Writing

ELA.HS.11 Apply skills to participate in real life situations.

Student Learning Outcomes

- a. Identify a Grade 10 appropriate real-life purpose and audience for writing and select the most appropriate of the four forms of writing.
- b. Use the writing process to complete a text of Grade 10 standard to achieve a purpose, complete a project, solve problems and achieve desired outcomes, especially in social, academic and workplace-related contexts.
- c. Keep a writing journal and make frequent entries on items of personal interest.
- m. Write non-fiction texts in Grade 10 curriculum content areas in order to clarify ideas, explore concepts and support understanding.

Literature

ELA.HS.1 Use new grade appropriate vocabulary, including higher-level content area vocabulary, learned through reading and word study.

Student Learning Outcomes

- a. Distinguish between literal and figurative language in contemporary and traditional literature appropriate to Grade 10 level, and determine the author's purpose and meaning.
- b. Distinguish between denotation and connotation in contemporary and traditional literature appropriate to Grade 10 level, and determine the author's purpose and meaning.
- c. Analyze new vocabulary and use knowledge of context and etymology to discern the author's meaning.
- d. Make use of thesauruses, dictionaries and reference materials to analyze and determine the meaning of new vocabulary in contemporary and traditional literature appropriate to Grade 10 level.
- e. Make appropriate use of new vocabulary, from contemporary and traditional literature appropriate to Grade 10 level, in speech and writing.

**Grade
10**

Literature

ELA.HS.4 Analyze and evaluate context to see how the author's message was influenced by real-life situations in society and culture.

Student Learning Outcomes

- a. Read, listen to and view a range of Grade 10 level literature from a variety of historical, social and cultural sources.
- b. Research and analyze the historical, social and cultural themes and issues that form the context of a range of Grade 10 level literature.
- c. Analyze the way in which a work of literature is related to and influenced by the themes and issues of its historical, social or cultural context.
- d. Read widely from a range of classical and modern literature appropriate for Grade 10 readers and develop more informed insights about the author's purpose and intended audience.
- e. Compare how a major theme is dealt with in literature from two different historical, social or cultural contexts.
- f. Analyze, compare and respond to complex themes and literary devices, including foreshadowing and flashback, characterization, conflict and motivation, in a range of classical and modern literature appropriate for Grade 10 readers.
- g. Recognize and evaluate the extent to which figurative language (imagery, symbolism, simile, metaphor, personification, idioms, alliteration, onomatopoeia and hyperbole) in Grade 10 level texts as well as classical and modern literature, helps the author achieve their purpose and meaning.
- h. Analyze, compare and respond to complex themes and narrative devices used in a range of different media productions that are appropriate for Grade 10 viewers.

**Grade
10**

Literature

ELA.HS.5 Demonstrate understanding of those factors that commonly affect the use of language, such as gender, social class, family relationships and ethnicity.

Student Learning Outcomes

- a. Analyze, compare and contrast the dialogue used by two contrasting characters from different gender, social or ethnic origins in a range of contemporary and traditional literature appropriate to Grade 10 level.
- b. Determine the extent to which authors develop characterization through dialogue and other literary devices in a range of contemporary and traditional literature appropriate to Grade 10 level.
- c. Explore the ways in which language is adapted to appeal to certain gender, social or ethnic groups in contemporary and traditional literature and visual media appropriate to Grade 10 level.
- d. Recognize and evaluate the impact of discriminatory language and images in contemporary and traditional literature and visual media appropriate to Grade 10 level.

**Grade
10**

Literature

ELA.HS.6 Compare history, form (discourse, word order, grammar), function (purpose, text type, genre), and value of the vernacular language and that of the English language, depending upon states' policies.

Student Learning Outcomes

- a. Make a short comparative study of the history of the vernacular language and English, with attention to etymology of common vocabulary found in Grade 10 level contemporary and traditional literature.
- b. Make a short comparative study noting similarities and differences in the form of the vernacular language and English, using contemporary and traditional literature appropriate to Grade 10 level.
- c. Make a short comparative study noting similarities and differences in the function of the vernacular language and English, using contemporary and traditional literature appropriate to Grade 10 level.
- d. Conduct research amongst peers and make a short comparative study of the values placed upon contemporary and traditional literature appropriate to Grade 10 level in vernacular language and English.

**Grade
10**

Literature

ELA.HS.2 Read to acquire knowledge and skills to function appropriately in daily life.

Student Learning Outcomes

- a. Read, analyze, compare and contrast a range of complimentary Grade 10 level prose, poetry and drama texts and express more thoughtful and mature judgments and opinions about the language and literary devices the author uses to achieve their purpose.
- b. Identify and discuss the effect on the reader of common themes, concepts, features and structural elements in a range of Grade 10 level texts of different genres.
- c. Use an appropriate graphic organizer to analyze, compare and contrast common themes and concepts in a number of related Grade 10 level literary texts.
- d. Read independently and widely from a broad and enriching range of literature by a variety of authors.
- e. Demonstrate an appreciation for reading for pleasure, information and self-improvement.
- f. Read widely, from a range of literary genres appropriate for Grade 10 readers, to support learning in other curriculum subject areas, including social studies, cultural studies and history.
- g. Read widely from a variety of Grade 10 level literary texts in order to appreciate different viewpoints and perspectives on important themes that affect daily life.

**Grade
10**

Literature

ELA.HS.12 View a presentation or show, recall important information and critique from a variety of perspectives including cultural.

Student Learning Outcomes

- a. View on-screen or live dramatic representations of a variety of contemporary and traditional literary genres appropriate for grade 10 level.
- b. Recall and retell important main points and details of on-screen or live dramatic representations of a variety of contemporary and traditional literary genres appropriate for grade 10 level.
- c. Compare two different on-screen or live dramatic representations appropriate for grade 10 level, stating personal preferences.
- d. Analyze the cultural relevance of on-screen or live dramatic representations appropriate for grade 10 level, including examples from different historical periods, countries and cultures, stating personal insights.
- c. Appraise the extent to which on-screen or live dramatic representations, appropriate for grade 10 level, represent different cultural perspectives and challenge cultural barriers, stereotypes and bias.

**Grade
10**

Literature

ELA.HS.11 Apply skills to participate in real life situations.

Student Learning Outcomes

- a. Read and reflect on a range of literary texts suitable for Grade 10 and evaluate the extent to which they make a positive contribution to everyday life.
- b. Locate and select appropriate texts to read in order to solve a practical problem, achieve a real-life purpose or complete a task.
- c. Read a broad range of texts to explore and understand many dimensions of human experience and to make informed decisions about social, cultural, ethical and environmental issues.

**Grade
10**

Listening and Speaking**Reading****Writing****Literature**

At Grade 11, students will enter a program designed to prepare them for the demands of College. They will be able to operate at a Grade level comparable to that of a native English speaker. They will continue to develop their English skills through exposure to English in the English lesson and in all other curriculum areas as well. English language will be used by students and teachers for all purposes within the classroom in all subject areas, except for first language lessons.

The English lesson will be conducted exclusively in English. Instructions and directions will be given in English, with TOESL methodology used to support comprehension and correct errors. Switching to first language will not occur except in unavoidable circumstances.

English lessons will provide two hours or more of instruction per day, with a focus on extended practical projects and the application of skills. English lessons will include integrated Speaking and Listening, Reading, Writing and Literature, with more participation by students working in pairs and groups on practical and problem-solving activities in realistic contexts.

Grade 11 students will engage in realistic and practical listening and speaking activities, individually as well as in pairs and small groups. Electronic media will be used as source material and opportunities will be created for students to engage in speaking and listening activities outside the classroom. Formal speaking presentations will be made, often based on research of current and relevant subject matter.

Students will listen to and view, with growing engagement, comprehension and critical analysis, a range of more complex texts and multi-media presentations, from a range of genres, read by their peers, the teacher or through electronic media. They will participate in more detailed retelling and dramatization, using creativity and imagination.

Writing will be conducted through a writing workshop approach where students are given the opportunity to practice the skills and strategies of the writing process. Model texts will be used to expose students to elements of the writer's craft.

Students will respond with growing confidence to more complex, higher order questions and will be able to express ideas and personal opinions fluently in English. They will construct more complex sentences using extensive knowledge of grammar, sentence structure and vocabulary and will gather and use new vocabulary from all subject areas and from a wide range of reading, listening and viewing experiences.

Grade 11 students will read widely from a variety of grade-appropriate texts representing a wide range of genres. They will begin to develop skills in literary appreciation and criticism.

ICT will be integrated into the English program and students will have opportunities to view, research, record, write and present information using ICT skills.

Listening and Speaking

Ask higher level, probing questions that elicit synthesis and evaluation as a way to broaden and enrich learning.

Student Learning Outcomes

- a. Listen to an oral presentation or media broadcast appropriate for Grade 11 level and ask questions of the speaker or of a discussion group in order to clarify and enhance understanding of literal and figurative meaning and identify possible lines of further research and enquiry.
- b. Formulate and use open, enabling and divergent questions of growing complexity for different purposes, including reflective questions and practical and theoretical philosophical questions.
- c. Develop and use a series of searching and enabling questions to guide and extend discussion, elicit information or survey public perceptions on issues of topical interest, such as environmental and social issues.
- d. Conduct a survey on public perceptions on issues of topical interest, such as environmental and social issues, and record outcomes on a digital audio or video device for future editing and presentation.
- e. Develop a series of divergent questions to guide individual or small group research into a topic of interest, using reference materials and internet search engines to gather information to address the questions.
- f. Develop higher order questions of growing complexity, including questions of application, analysis, synthesis, interpretation and evaluation.

Listening and Speaking

ELA.HS. 2 Read to acquire knowledge and skills to function appropriately in daily life.

Student Learning Outcomes

- a. Apply advanced pre-listening, during listening and post-listening skills to complex media and oral presentations appropriate to Grade 11.
- b. Apply pre-listening skills, including investigating content, promoting motivation, predicting content, identifying the topic, context, audience and purpose; activating and developing prior-knowledge and related vocabulary and pre-setting questions appropriate to Grade 11 level.
- c. Listen to an extended oral presentation suitable for Grade 11 (live or recorded talk or conversation, presentation, reading, news broadcast, announcement, advertisement, etc) as many times as necessary in order to gain full comprehension.
- d. During listening, use a tick-list, chart or graphic organizer to collect key words, key phrases, brief notes and other information.
- e. Identify the audience and purpose and ask and answer direct questions about the presentation.
- f. Recognize strategies used by the media to inform, persuade, entertain, and transmit culture, identify the main thesis and supporting details, analyze the techniques used and evaluate the effectiveness of a range of media.
- g. Demonstrate comprehension of literal and figurative meaning by recounting, paraphrasing and summarizing, answering more detailed questions of synthesis, interpretation and evaluation, and engaging in group discussion.
- h. Complete an authentic task or solve a problem using information from a presentation, such as choosing a course of action, selecting a preference and using information for a practical purpose.
- i. Show openness to new ideas and alternative points of view and treat the views of others with respect.

**Grade
11**

Listening and Speaking

Speak appropriately for different purposes and audiences, such as an address, debate or other oral presentation, presenting coherent arguments and critiques (1).

Student Learning Outcomes

- a. Select a topic of interest for a presentation to a pre-determined audience and prepare and conduct a research plan, from a variety of perspectives, including conducting surveys and interviews with peers and others.
- b. Prepare an oral presentation suited to the purpose and audience, with a clear opening statement of the main thesis, logically structured with a beginning, middle and concluding statement, on a topic of interest to a selected audience, using an appropriate organizational structure including chronological, general to detailed and earliest to most recent.
- c. Rehearse the presentation, using key words, prompt cards and notes, and receive feedback from a peer.
- d. Prepare a variety of appropriate and relevant media to enhance and illustrate the presentation, including carefully selected media from electronic sources such as a digital camera, clipart or internet downloads, maps, graphs and real objects.
- e. Make a complex oral presentation of narrative, expository, descriptive and persuasive type, using appropriate Grade 11 level grammar and vocabulary and near-fluent speech, with appropriate, relevant, credible and valid evidence to support the main thesis, using supporting media including electronic media, to a variety of audiences, including adults.
- f. Make use of inductive and deductive reasoning.
- g. Know and avoid the use of logical fallacies, including generalization, genetic fallacies, attacks on the individual (ad hominem) and emotional appeals (ad populum).
- h. Maintain eye contact and interpret audience gestures and body language feedback during oral presentations, adapting pace and volume accordingly.
- i. Answer questions posed by an audience to an oral presentation.
- j. Prepare and engage in formal and informal debate on complex topics of relevance to Grade 11 peers, stating a point of view with supporting arguments, taking turns and listening to the views of others with respect.

**Grade
11**

Listening and Speaking

Speak appropriately for different purposes and audiences, such as an address, debate or other oral presentation, presenting coherent arguments and critiques (2).

Student Learning Outcomes

- k. Evaluate the strength of the arguments used by self and other speakers, including argument by causation, analogy, authority, emotion and logic.
- l. Give and receive critical feedback, based on agreed Grade 11 rubrics for clarity, quality, effectiveness, coherence, organization and delivery, reflect on how personal presentation could be improved and incorporate some improvements into the next presentation.
- m. Engage in group discussions, simulated conversations, tasks, activities and role-play, in order to solve problems and produce outputs of Grade 11 quality.
- n. Record group discussions, simulated conversations, tasks, activities and role-play, and replay for evaluation purposes, using a video camera and screen.
- o. Evaluate the clarity, quality, effectiveness, and general coherence of their own contributions to group activities, using pre-established Grade 11 level criteria or rubrics to assess fluency, clarity, pronunciation, intonation, interaction with others, turn-taking and empathy towards others' contributions.

Listening and Speaking

Apply skills to participate in real life situations.

Student Learning Outcomes

- a. Apply advanced listening skills to listen to and view a wide range of media, analyze content and purpose, recognize point of view and form rational opinions.
- b. Recognize and evaluate the effectiveness of persuasive arguments and more subtle persuasive techniques observed in mass media.
- c. Formulate judgments about oral or media presentations and support these judgments with convincing evidence.
- d. Compare and contrast the ways in which different media cover the same events.
- e. Analyze and evaluate persuasive media, including advertisements, editorials and features, recognize and distinguish between dispassionate observation and personal involvement and respond from a critical perspective.
- f. Apply speaking and listening skills to participate effectively in a range of practical activities and projects, both in school and in the wider community, including the workplace.
- g. Apply listening and speaking skills appropriate to Grade 11 level in the development of a media broadcast, presentation or documentary on an issue or subject of topical interest, using sound and video-mixing software.

Reading

ELA.HS. 2 Read to acquire knowledge and skills to function appropriately in daily life.

Student Learning Outcomes

- a. Demonstrate full mastery and independent use of advanced word-level and text-level reading strategies including using prior knowledge, text features, inference, prediction, re-reading and reading ahead where necessary when reading Grade 11 level texts.
- b. Use a variety of strategies to support word-level comprehension, interpretation and analysis of Grade 11 level texts, including knowledge of affixes, derivatives, inflections and root words.
- c. Recognize the denotative and connotative meanings of words and determine positive, neutral or negative shades of meaning and nuance in a wider range of vocabulary encountered in Grade 11 level texts.
- d. Independently use reference books, catalogue systems (including Dewey Decimal Classification System), electronic media and other materials, including dictionaries, thesauruses and reference books, to support word-level and text-level comprehension and interpretation of Grade 11 level texts and other materials.
- e. Use a variety of pre-, during and after reading strategies, such as Directed Reading Thinking Activity (DRTA) Survey, Question, Read Write (SQRW) and KWL.
- f. Select the most appropriate graphic organizer to fit the purpose, and use it to visualize, analyze, compare, classify, restate or summarize a Grade 11 level text, including making notes on main ideas and supporting details.
- g. Select appropriate extended texts of full book length and read for a wide variety of purposes, including academic, personal and social, adjusting the reading style according to the purpose and nature of the text.
- h. Read independently, at a rate of about one book per month, from a wide range of Grade 9 level full book length fiction and non-fiction texts, including reading outside the classroom.
- i. Read with discretion, make inferences based on explicit and implied information and be able to identify bias, distortion and stereo-typing in texts, including those found on the internet, in magazines and in other media.
- j. Read and interpret non-text items such as illustrations, diagrams, charts and figures in Grade 11 level and other texts
- k. Read widely in order to support cross-curricular academic research and learning, to remain informed about local and international issues, such as climate change, health and social issues, and to be able to function in daily life as an informed citizen.
- l. Read Grade 11 level and other texts with native-speaker fluency, intonation, pronunciation and expression.

**Grade
11**

Reading

ELA. CPP Read to experience a variety of literature, acquire knowledge and learn new skills.

Student Learning Outcomes

- a. Read, analyze, compare and contrast a range of complimentary Grade 11 level texts (narrative, expository, descriptive and persuasive) and express more thoughtful and mature judgments and opinions about the extent to which the author achieves their purpose, states their thesis, supports their argument or expresses their point of view, noting instances of bias and stereotyping.
- b. Read, compare and contrast a range of complimentary Grade 11 level texts (narrative, expository, descriptive and persuasive) and express personal judgments and opinions, with supportive evidence.
- c. Recognize figurative language (imagery, symbolism, simile, metaphor, personification, idioms, alliteration, onomatopoeia and hyperbole) in Grade 11 level texts as well as classical and modern literature, and interpret the author's purpose and meaning.
- d. Read widely from a range of classical and modern literature appropriate for Grade 9 readers.
- e. Analyze at greater depth, compare and respond to more complex themes and literary devices, including foreshadowing and flashback, characterization, conflict and motivation, in a range of classical and modern literature appropriate for Grade 11 readers.
- f. Identify, recognize, learn and apply ideas, concepts, instructions, skills or principles from a range of Grade 11 level texts, reference materials and academic texts from across the curriculum.
- g. Independently ask and answer questions that compare, contrast, classify and describe information and concepts contained in Grade 11 level texts and reference materials from across the curriculum.
- h. Independently ask and answer questions that infer, predict and combine ideas, information and concepts contained in a number of related Grade 11 level texts or reference materials from across the curriculum.
- i. Identify common themes, concepts, features and structural elements in a range of Grade 11 level texts of different genres.
- j. Use an appropriate graphic organizer to analyze, compare and contrast common themes and concepts in a number of related Grade 11 texts.
- k. Read and make practical use of a variety of instruction manuals, assembly or construction plans, user guides, operator guides and maintenance guides in vocational and other curriculum areas.

Reading

ELA.HS.11 Apply skills to participate in real life situations.

Student Learning Outcomes

- a. Reflect on the range of texts read in Grade 11 and suggest some ways in which they are useful in daily life.
- b. Locate and select appropriate texts to read in order to solve a practical problem, achieve a real-life purpose or complete a task.
- c. Read and interpret the purpose and content of workplace documents and electronic texts, including business letter, minutes, memos, forms, contracts and procedural manuals.
- d. Read workplace texts and apply the information they contain to performing job-related tasks and solving problems.
- e. Read and follow technical manuals and safety instructions for electronic and mechanical devices, such as music players, computers, tools and equipment.
- f. Read and interpret common technical terms, abbreviations and jargon.
- g. Read a broad range of texts to explore and understand many dimensions of human experience and to make informed decisions about social, cultural, ethical and environmental issues.

Writing

ELA CP 5. Write a research paper on a given topic, using primary and secondary sources and including an introduction, literature review with citations, research method and summary.

Student Learning Outcomes

- a. Identify a research topic and purpose appropriate for Grade 11 and develop leading questions that support critical thinking, inquiry, investigation, analysis, synthesis, evaluation and research.
- b. Select appropriate Grade 11 level primary and secondary resource materials, including electronic texts, search for relevant information using contents page and index, and synthesize and extract key points and supporting details to fulfill their purpose.
- c. Gather, analyze and interpret information from field studies, experiments, direct observations, interviews and surveys and incorporate findings into a variety of written texts for different purposes.
- d. Write concise notes and extended answers to teacher and self-generated questions about a Grade 11 level non-fiction text or multimedia presentation.
- e. Write comprehensive notes, capturing the main points and supporting details of a non-fiction text or visual presentation, using a graphic organizer selected or developed to fit the purpose or a note-taking method, such as the Cornell method, to record, reduce, recite, reflect and review information.
- f. Write concise notes on an analysis or evaluation of two or more Grade 11 level non-fiction texts, using an appropriate graphic organizer, such as a concept map.
- g. Use notes from a graphic organizer to write an original summary, analysis, synthesis or evaluation based on information extracted from a Grade 11 level non-fiction text, range of texts or presentation.
- h. Write an extended original text for a specific purpose and audience, reflecting extensive research and presenting a strong thesis, with supporting evidence, logically arranged in a sequence of paragraphs, sections or chapters with formal citations.
- i. Acknowledge the reference materials and sources of information consulted by composing and creating in-text citations, footnotes, endnotes and bibliographies and use scholarly notes following the Modern Language Association of America (MLA) style manual.
- j. Embed concise and relevant quotations in original text using the conventions of MLA citation and avoiding plagiarism.

Writing

ELA CP 6. Write a variety of compositions, such as descriptive, expository, narrative or persuasive, that demonstrate effective use of language to clarify and enhance meaning and ideas.

Student Learning Outcomes

- a. Follow a writing workshop approach, over an extended period, incorporating the four stages of the writing process, to produce refined and polished pieces of writing at Grade 11 level.
- b. Identify a writing purpose, based on academic needs, personal interest and experience, current events, social and environmental issues or workplace and career related needs, determine the essential features of the text type that most suits the purpose and audience and generate creative, innovative and reflective ideas that are appropriate for writing at Grade 11 level.
- c. Discuss and develop sophisticated, reflective, insightful and original ideas, appropriate for Grade 11 level writing, in a pre-writing conference with a teacher, a peer or a group of peers.
- d. Use an appropriate graphic organizer, concept map, writing frame or index system to record and organize ideas, reference materials and resources for writing.
- e. Write outlines and first drafts of narrative, expository, descriptive and persuasive texts that demonstrate knowledge of the conventions of these text types.
- f. Structure non-fiction texts using inductive or deductive reasoning, or a combination of the two, where appropriate.
- g. Use advanced writing techniques including establishing and maintaining clear lines of argument and using effective syllogisms and analogies in Grade 11 level texts.
- h. Write extended accounts, reports, analyses and descriptions, of 1,000 to 1,500 words, in other curriculum areas, including scientific and technical papers, in order to clarify ideas, explore concepts, evaluate different points of view and support understanding, using vocabulary, sentence, paragraph and text structures that are appropriate to Grade 11 level.
- i. Write a variety of complex fictional, autobiographical and biographical texts, of between 1,000 and 1,500 words, using vocabulary appropriate to Grade 11, applying a variety of advanced literary and rhetorical devices.
- j. Write non-fiction texts using well organized and coherent sentences and well organized and coherent three-part structured paragraphs, showing effective movement from the general to the specific, and providing sufficient details and examples to support a clear and coherent thesis.
- k. Write using neatly formed, forward sloping and uniform cursive script appropriate for Grade 11.
- l. Type and print, display or publish, a finished piece of writing or multimedia presentation, using appropriate fonts, spacing and layout, for a specific purpose and audience, appropriate for Grade 11, including appropriate illustrations, charts, tables and media.

**Grade
11**

Writing

ELA CP 7. Write with a good command of grammar and mechanical conventions appropriate for students preparing to enter college.

Student Learning Outcomes

- a. Critique, edit and revise Grade 11 level texts with attention to correct grammar, capitalization, punctuation, spelling, and sentence and paragraph structure.
- b. Maintain consistency of verb tenses in extended Grade 11 level texts.
- c. Write and correctly punctuate Grade 11 level complex sentences containing dependent and independent clauses, using a variety of coordinating conjunctions (*and, but, for, or, nor, so* and *yet*) and independent marker words (*also, consequently, furthermore, however, moreover, nevertheless* and *therefore*).
- d. Write Grade 11 level extended texts containing complex sentences showing agreement between verb and subject, agreement between pronouns and antecedents, correct pronoun case and parallel structures.
- f. Participate in peer or teacher conferencing, using a Grade 11 level text, with an emphasis on proof-reading and editing to improve word choice, sentence variety and structure, overall content, cohesiveness and clarity.

Writing

ELA.HS.11 Apply skills to participate in real life situations.

Student Learning Outcomes

- a. Identify authentic and real-life purposes and audiences for writing, appropriate for Grade 11.
- b. Select the most appropriate of the four forms of writing and follow the four steps in the writing process to complete a text of Grade 11 standard to communicate effectively so as to achieve a purpose, complete a project, solve problems and accomplish desired outcomes, especially in out-of-school social, environmental, academic, career and workplace-related contexts.
- c. Keep a writing journal or research notebook and make frequent entries on items of personal interest.
- d. Write non-fiction texts in Grade 11 curriculum content areas in order to clarify ideas, explore concepts and support understanding.
- e. Keep a portfolio with a variety of self-annotated drafts and finished texts, including examples of 'real-life' writing, showing skills development and progression over time.
- f. Exchange written and visual information for a variety of purposes, using appropriate ICT, including email and via a website.

Literature

ELA.CP.1 Use new grade-appropriate vocabulary, including higher-level content area vocabulary, needed to understand classical literature.

Student Learning Outcomes

- a. Distinguish between literal and figurative language in contemporary and traditional literature appropriate to Grade 11 level, and determine the author's purpose and meaning for selecting specific vocabulary.
- b. Distinguish between denotation and connotation in contemporary and traditional literature appropriate to Grade 11 level.
- c. Analyze new vocabulary and use knowledge of context and etymology to discern the author's meaning.
- d. Make use of thesauruses, dictionaries, glossaries, footnotes and other reference materials, including on-line searches, to analyze and determine the meaning of new vocabulary in contemporary and traditional literature appropriate to Grade 11 level.
- e. Make appropriate use of new vocabulary, from contemporary and traditional literature appropriate to Grade 11 level, in speech and writing.
- f. Analyze the extent to which authors develop characterization through dialogue and other literary devices by comparing and contrasting characters from different gender, social or ethnic origins in a range of classical and contemporary literature appropriate to Grade 11 level.
- g. Explore the ways in which language is adapted to appeal to certain gender, social or ethnic groups in contemporary and traditional literature and visual media appropriate to Grade 11 level.
- h. Recognize and evaluate the impact of discriminatory language and images in contemporary and traditional literature and visual media appropriate to Grade 11 level.

Literature

ELA.CP.2 Read to experience a variety of literature, acquire knowledge and learn new skills.

Student Learning Outcomes

- a. Read, analyze, compare and contrast a range of classical and contemporary Grade 11 level prose, poetry and drama texts and express thoughtful and mature judgments and opinions about the language and literary devices the author uses to achieve their purpose.
- b. Identify and discuss the effect on the reader of common themes, concepts, features and structural elements in a range of Grade 11 level texts of different genres.
- c. Use an appropriate graphic organizer to analyze, compare and contrast common themes and concepts in a number of related Grade 11 level literary texts.
- d. Read independently and widely from a broad and enriching range of classical and contemporary literature by a variety of authors from different cultural backgrounds.
- e. Demonstrate an appreciation for reading for pleasure, information and self-improvement by reading widely and often.
- f. Read widely, from a range of literary genres appropriate for Grade 11 readers, to support learning in other curriculum subject areas, including social studies, cultural studies and history.
- g. Read widely from a variety of Grade 11 level literary texts in order to appreciate different viewpoints and perspectives on important themes that affect daily life.
- h. Read and reflect on a range of literary texts suitable for Grade 11 and evaluate the extent to which they reflect and make a positive contribution to everyday life.
- i. Locate and select appropriate texts to read in order to solve a practical problem, achieve a real-life purpose or complete a task.
- j. Read a broad range of texts to explore and understand many dimensions of human experience and to make informed decisions about social, cultural, ethical and environmental issues.
- k. Make a detailed comparative study of the history of the vernacular language and English, with attention to etymology, form and function of the language used in Grade 11 level contemporary and traditional literature.
- l. Conduct research amongst peers and adults and make a comparative study of the values placed upon contemporary and traditional literature appropriate to Grade 11 level in vernacular language and English.

**Grade
11**

Literature

ELA.CP.9 View a presentation or show, recall important information, critique from a variety of perspectives and develop high quality presentations.

Student Learning Outcomes

- a. View on-screen or live dramatic representations of a variety of contemporary and traditional literary genres appropriate for grade 11 level and recall and retell important themes, events, main points and details.
- b. Analyze, compare, and evaluate, from a personal, cultural and critical perspective, on-screen or live dramatic presentations appropriate for grade 11 level, interpreting dramatic conventions and devices and clearly articulating personal insights and observations.
- c. Appraise the extent to which on-screen or live dramatic representations, appropriate for grade 11 level, represent different cultural perspectives, promote diversity and challenge cultural barriers, stereotypes and bias.
- d. Research and analyze the historical, social, cultural, ethical and religious themes and issues that form the context of a range of Grade 11 level literature and evaluate the way in which literature influences and is influenced by history, society and culture.
- e. Read widely from a range of classical and modern literature appropriate for Grade 11 readers and develop insights about the literary devices the author uses to achieve their purpose.
- f. Analyze, compare and respond to complex themes and literary techniques and devices, including irony, foreshadowing and flashback, characterization, soliloquy, conflict and motivation, in a range of classical and modern literature appropriate for Grade 11 readers.
- g. Recognize complex figurative language (imagery, symbolism, simile, metaphor, personification, idioms, alliteration, onomatopoeia and hyperbole) in Grade 11 level texts as well as classical and modern literature, and interpret the author's purpose and meaning.
- h. Write and prepare high quality reports, presentations and critiques, using the language of literary criticism, of literature and media experienced, using a variety of means including drama, print and electronic media.

**Listening
and
Speaking****Reading****Writing****Literature**

At Grade 12, students will enter the final stage of a program designed to prepare them for the demands of College. They will be able to operate at a Grade level comparable to that of a native English speaker. They will continue to develop their English skills through exposure to English in the English lesson and in all other curriculum areas as well. English language will be used by students and teachers for all purposes within the classroom in all subject areas, except for first language lessons.

The English lesson will be conducted exclusively in English. Instructions and directions will be given in English, with TOESL methodology used to support comprehension and correct errors. Switching to first language will not occur except in unavoidable circumstances.

English lessons will provide two hours or more of instruction per day, with a focus on extended practical projects and the application of skills. English lessons will include integrated Speaking and Listening, Reading, Writing and Literature, with more participation by students working in pairs and groups on practical and problem-solving activities in realistic contexts.

Grade 12 students will engage in realistic and practical listening and speaking activities, individually as well as in pairs and small groups. Electronic media will be used as source material and opportunities will be created for students to engage in speaking and listening activities outside the classroom. Formal speaking presentations will be made, often based on research of current and relevant subject matter.

Students will listen to and view, with growing engagement, comprehension and critical analysis, a range of more complex texts and multi-media presentations, from a range of genres, read by their peers, the teacher or through electronic media. They will participate in more detailed retelling and dramatization, using creativity and imagination.

Writing will be conducted through a writing workshop approach where students are given the opportunity to practice the skills and strategies of the writing process. Model texts will be used to expose students to elements of the writer's craft.

Students will respond with growing confidence to more complex, higher order questions and will be able to express ideas and personal opinions fluently in English. They will construct more complex sentences using extensive knowledge of grammar, sentence structure and vocabulary and will gather and use new vocabulary from all subject areas and from a wide range of reading, listening and viewing experiences.

Grade 12 students will read widely from a variety of grade-appropriate texts representing a wide range of genres. They will begin to develop skills in literary appreciation and criticism.

ICT will be integrated into the English program and students will have opportunities to view, research, record, write and present information using ICT skills.

Listening and Speaking

Ask higher level, probing questions that elicit synthesis and evaluation as a way to broaden and enrich learning.

Student Learning Outcomes

- a. Listen to an oral presentation or media broadcast appropriate for Grade 12 level and ask questions of the speaker or of a discussion group in order to clarify and enhance understanding of literal and figurative meaning and identify possible lines of further research and enquiry.
- b. Formulate and use open, enabling and divergent questions of growing complexity for different purposes, including reflective questions and practical and theoretical philosophical questions.
- c. Develop and use a series of searching and enabling questions to guide and extend discussion, elicit information or survey public perceptions on issues of topical interest, such as environmental and social issues.
- d. Conduct a survey on public perceptions on issues of topical interest, such as environmental and social issues, and record outcomes on a digital audio or video device for future editing and presentation.
- e. Develop a series of divergent questions to guide individual or small group research into a topic of interest, using reference materials and internet search engines to gather information to address the questions.
- f. Develop higher order questions of growing complexity, including questions of application, analysis, synthesis, interpretation and evaluation.

Listening and Speaking

Use effective listening skills to understand what others are saying and stay engaged, ask meaningful questions and summarize what has been heard.

Student Learning Outcomes

- a. Apply advanced pre-listening, during listening and post-listening skills to complex media and oral presentations appropriate to Grade 12.
- b. Apply pre-listening skills, including investigating content, promoting motivation, predicting content, identifying the topic, context, audience and purpose; activating and developing prior-knowledge and related vocabulary and pre-setting questions appropriate to Grade 12 level.
- c. Listen to an extended oral presentation suitable for Grade 12 (live or recorded talk or conversation, presentation, reading, news broadcast, announcement, advertisement, etc) as many times as necessary in order to gain full comprehension.
- d. During listening, use a tick-list, chart or graphic organizer to collect key words, key phrases, brief notes and other information.
- e. Identify the audience and purpose and ask and answer direct questions about the presentation.
- f. Recognize strategies used by the media to inform, persuade, entertain, and transmit culture, identify the main thesis and supporting details, analyze the techniques used and evaluate the effectiveness of a range of media.
- g. Demonstrate comprehension of literal and figurative meaning by recounting, paraphrasing and summarizing, answering more detailed questions of synthesis, interpretation and evaluation, and engaging in group discussion.
- h. Complete an authentic task or solve a problem using information from a presentation, such as choosing a course of action, selecting a preference and using information for a practical purpose.
- i. Show openness to new ideas and alternative points of view and treat the views of others with respect.

Listening and Speaking

Speak appropriately for different purposes and audiences, such as an address, debate or other oral presentation, presenting coherent arguments and critiques (1).

Student Learning Outcomes

- a. Select a topic of interest for a presentation to a pre-determined audience and prepare and conduct a research plan, from a variety of perspectives, including conducting surveys and interviews with peers and others.
- b. Prepare an oral presentation suited to the purpose and audience, with a clear opening statement of the main thesis, logically structured with a beginning, middle and concluding statement, on a topic of interest to a selected audience, using an appropriate organizational structure including chronological, general to detailed and earliest to most recent.
- c. Rehearse the presentation, using key words, prompt cards and notes, and receive feedback from a peer.
- d. Prepare a variety of appropriate and relevant media to enhance and illustrate the presentation, including carefully selected media from electronic sources such as a digital camera, clipart or internet downloads, maps, graphs and real objects.
- e. Make a complex oral presentation of narrative, expository, descriptive and persuasive type, using appropriate Grade 12 level grammar and vocabulary and near-fluent speech, with appropriate, relevant, credible and valid evidence to support the main thesis, using supporting media including electronic media, to a variety of audiences, including adults.
- f. Make use of inductive and deductive reasoning.
- g. Know and avoid the use of logical fallacies, including generalization, genetic fallacies, attacks on the individual (ad hominem) and emotional appeals (ad populum).
- h. Maintain eye contact and interpret audience gestures and body language feedback during oral presentations, adapting pace and volume accordingly.
- i. Answer questions posed by an audience to an oral presentation.

Listening and Speaking

Speak appropriately for different purposes and audiences, such as an address, debate or other oral presentation, presenting coherent arguments and critiques (2).

Student Learning Outcomes

- j. Prepare and engage in formal and informal debate on complex topics of relevance to Grade 12 peers, stating a point of view with supporting arguments including claim, evidence, warrant, backing, rebuttal and qualifier, taking turns and listening to the views of others with respect.
- k. Evaluate the strength of the arguments used by self and other speakers, including argument by causation, analogy, authority, emotion and logic.
- l. Give and receive critical feedback, based on agreed Grade 12 rubrics for clarity, quality, effectiveness, coherence, organization and delivery, reflect on how personal presentation could be improved and incorporate some improvements into the next presentation.
- m. Engage in group discussions, simulated conversations, tasks, activities and role-play, in order to solve problems and produce outputs of Grade 12 quality.
- n. Record group discussions, simulated conversations, tasks, activities and role-play, and replay for evaluation purposes, using a video camera and screen.
- o. Evaluate the clarity, quality, effectiveness, and general coherence of their own contributions to group activities, using pre-established Grade 12 level criteria or rubrics to assess fluency, clarity, pronunciation, intonation, interaction with others, turn-taking and empathy towards others' contributions.

Listening and Speaking

Apply skills to participate in real life situations.

Student Learning Outcomes

- a. Apply advanced listening skills to listen to and view a wide range of media, analyze content and purpose, recognize point of view and form rational opinions.
- b. Recognize and evaluate the effectiveness of persuasive arguments and more subtle persuasive techniques observed in mass media.
- c. Formulate judgments about oral or media presentations and support these judgments with convincing evidence.
- d. Compare and contrast the ways in which different media cover the same events.
- e. Analyze and evaluate persuasive media, including advertisements, editorials and features, recognize and distinguish between dispassionate observation and personal involvement and respond from a critical perspective.
- f. Apply speaking and listening skills to participate effectively in a range of practical activities and projects, both in school and in the wider community, including the workplace.
- g. Apply listening and speaking skills appropriate to Grade 12 level in the development of a media broadcast, presentation or documentary on an issue or subject of topical interest, using sound and video-mixing software.

Reading

ELA.HS. 2 Read to acquire knowledge and skills to function appropriately in daily life.

Student Learning Outcomes

- a. Demonstrate full mastery and independent use of advanced word-level and text-level reading strategies including using prior knowledge, text features, inference, prediction, re-reading and reading ahead where necessary when reading Grade 12 level texts.
- b. Use a variety of strategies to support word-level comprehension, interpretation and analysis of Grade 12 level texts, including knowledge of affixes, derivatives, inflections and root words.
- c. Recognize the denotative and connotative meanings of words and determine positive, neutral or negative shades of meaning and nuance in a wider range of vocabulary encountered in Grade 12 level texts.
- d. Independently use reference books, library catalogue systems, electronic media and other materials, including dictionaries, thesauruses and reference books, to support word-level and text-level comprehension and interpretation of Grade 12 level texts and other materials.
- e. Use a variety of reading strategies, such as DRTA, SQRW and KWL.
- f. Select the most appropriate graphic organizer to fit the purpose, and use it to visualize, analyze, compare, classify, restate or summarize a Grade 12 level text, including making notes and compiling a bibliography of works consulted.
- g. Select appropriate extended texts of full book length and read, using skimming and scanning when appropriate, for a wide variety of purposes including academic, personal and social, adjusting the reading style according to the purpose and nature of the text.
- h. Read independently and often from a wide range of Grade 12 level full book length fiction and non-fiction texts, including reading outside the classroom.
- i. Read with discretion, evaluate the veracity of information, make judgments and inferences based on explicit and implied information and be able to identify bias, distortion, stereo-typing and other questionable practices in texts, including those found on the internet, in magazines and in other media.
- j. Read and interpret non-text items such as illustrations, diagrams, charts and figures in Grade 12 level and other texts
- k. Read widely in order to support cross-curricular academic research and learning, synthesizing information from a variety of sources, to remain informed about local and international issues, such as climate change, health and social issues, and to be able to function in daily life as an informed citizen.
- l. Read Grade 12 level and other texts with native-speaker fluency, intonation, pronunciation and expression.

**Grade
12**

Reading

ELA. CP.2 Read to experience a variety of literature, acquire knowledge and learn new skills.

Student Learning Outcomes

- a. Read, analyze, compare and contrast a range of complimentary Grade 12 level texts (narrative, expository, descriptive and persuasive) and express more thoughtful and mature judgments and opinions about the extent to which the author achieves their purpose, states their thesis, supports their argument or expresses their point of view, noting instances of bias and stereotyping.
- b. Read, compare and contrast a range of complimentary Grade 12 level texts (narrative, expository, descriptive and persuasive) and express more insightful personal judgments and opinions, with supportive evidence.
- c. Recognize figurative language (imagery, symbolism, simile, metaphor, personification, idioms, alliteration, onomatopoeia and hyperbole) in Grade 12 level texts as well as classical and modern literature, and interpret the author's purpose and meaning.
- d. Read widely from a range of classical and modern literature appropriate for Grade 12 readers.
- e. Analyze at greater depth, compare and respond at length to more complex plots, themes and literary devices, including foreshadowing and flashback, characterization, conflict and motivation, in a range of classical and modern literature appropriate for Grade 12 readers.
- f. Identify, recognize, learn and apply ideas, concepts, instructions, skills or principles from a range of Grade 12 level texts, reference materials and academic texts from across the curriculum.
- g. Independently ask and answer questions that compare, contrast, classify and describe information and concepts contained in Grade 12 level texts and reference materials from across the curriculum.
- h. Independently ask and answer questions that infer, predict and combine ideas, information and concepts contained in a number of related Grade 12 level texts or reference materials from across the curriculum.
- i. Identify common themes, concepts, features and structural elements in a range of Grade 12 level texts of different genres.
- j. Use an appropriate graphic organizer to analyze, compare and contrast common themes and concepts in a number of related Grade 12 texts.
- k. Read and make practical use of a variety of instruction manuals, assembly or construction plans, user guides, operator guides and maintenance guides in vocational and other curriculum areas.

Reading

ELA.HS.11 Apply skills to participate in real life situations.

Student Learning Outcomes

- a. Reflect on the range of texts read in Grade 12 and suggest a wider variety of ways in which they are useful in daily life.
- b. Locate and select appropriate texts to read in order to solve a more complex practical problem, achieve a real-life purpose or complete a task.
- c. Read and interpret the purpose and content of workplace documents and electronic texts, including business letter, minutes, memos, forms, contracts and procedural manuals.
- d. Read workplace texts and apply the information they contain to performing more complex job-related tasks and solving problems.
- e. Read and follow technical manuals and safety instructions for electronic and mechanical devices, such as music players, computers, tools and equipment.
- f. Read and interpret less common technical terms, abbreviations and jargon.
- g. Read a broad range of texts to explore and understand many dimensions of human experience and to make informed decisions about social, cultural, ethical and environmental issues.

Writing

ELA. CP. 5 Write a research paper on a given topic, using primary and secondary sources and including an introduction, literature review with citations, research method and summary.

Student Learning Outcomes

- a. Identify a research topic and purpose appropriate for Grade 12 and develop a research program and leading questions that support critical thinking, inquiry, investigation, analysis, synthesis, evaluation and research.
- b. Select appropriate Grade 12 level primary and secondary resource materials, including electronic texts, search for relevant information using contents page and index, and synthesize and extract key points and supporting details to fulfill their purpose.
- c. Gather, analyze and interpret information from field studies, experiments, direct observations, interviews and surveys and incorporate findings into a variety of written texts for different purposes.
- d. Write concise notes and extended answers to teacher, peer and self-generated questions about a Grade 12 level non-fiction text or multimedia presentation.
- e. Write comprehensive notes, capturing the main points and supporting details of a non-fiction text or visual presentation, using a graphic organizer selected or developed to fit the purpose or a note-taking method, such as the Cornell method, to record, reduce, recite, reflect and review information.
- f. Write concise notes on an analysis or evaluation of two or more Grade 12 level non-fiction texts, using an appropriate graphic organizer, such as a concept map.
- g. Use notes from a graphic organizer to write an original summary, analysis, synthesis or evaluation based on information extracted from a Grade 12 level non-fiction text, range of texts or presentation.
- h. Write an extended original text for a specific purpose and audience, reflecting extensive research and presenting a strong thesis, with supporting evidence, logically arranged in a sequence of paragraphs, sections or chapters with formal citations.
- i. Acknowledge the reference materials and sources of information consulted by composing and creating in-text citations, footnotes, endnotes and bibliographies and use scholarly notes following the Modern Language Association of America (MLA) style manual.
- j. Embed concise and relevant quotations in original text using the conventions of MLA citation and avoiding plagiarism.

Writing

ELA CP 6. Write a variety of compositions, such as descriptive, expository, narrative or persuasive, that demonstrate effective use of language to clarify and enhance meaning and ideas.

Student Learning Outcomes

- a. Follow a writing workshop approach, over an extended period, incorporating the four stages of the writing process, to produce refined and polished pieces of writing at Grade 12 level.
- b. Identify a writing purpose, based on academic needs, personal interest and experience, current events, social and environmental issues or workplace and career related needs, determine the essential features of the text type that most suits the purpose and audience and generate creative, innovative and reflective ideas that are appropriate for writing at Grade 12 level.
- c. Discuss and develop sophisticated, reflective, insightful and original ideas, appropriate for Grade 12 level writing, in a pre-writing conference with a teacher, a peer or a group of peers.
- d. Use an appropriate graphic organizer, concept map, writing frame or index system to record and organize ideas, reference materials and resources for writing.
- e. Write outlines and first drafts of narrative, expository, descriptive and persuasive texts that demonstrate knowledge of the conventions of these text types.
- f. Structure non-fiction texts using inductive or deductive reasoning, or a combination of the two, where appropriate.
- g. Use advanced writing techniques including establishing and maintaining clear lines of argument and using effective syllogisms and analogies in Grade 12 level texts.
- h. Write extended accounts, reports, analyses and descriptions, of 1,500+ words, in other curriculum areas, including scientific and technical papers, in order to clarify ideas, explore concepts, evaluate different points of view and support understanding, using vocabulary, sentence, paragraph and text structures that are appropriate to Grade 12 level.
- i. Write a variety of complex fictional, autobiographical and biographical texts, of between 1,500+ words, using vocabulary appropriate to Grade 12, applying a variety of advanced literary and rhetorical devices.
- j. Write non-fiction texts using well organized and coherent sentences and well organized and coherent three-part structured paragraphs, showing effective movement from the general to the specific, and providing sufficient details and examples to support a clear and coherent thesis.
- k. Write using neatly formed, forward sloping and uniform cursive script appropriate for Grade 12.
- l. Type and print, display or publish (on or off-line) a finished piece of writing or multimedia presentation, using appropriate fonts, spacing and layout to support impact and readability, for a specific purpose and audience, appropriate for Grade 12, including appropriate illustrations, charts, tables and media.

**Grade
12**

Writing

ELA CP 7. Write with a good command of grammar and mechanical conventions appropriate for students preparing to enter college.

Student Learning Outcomes

- a. Critique, edit and revise Grade 12 level texts with attention to correct grammar, capitalization, punctuation, spelling, and sentence and paragraph structure.
- b. Maintain consistency of verb tenses in extended Grade 12 level texts.
- c. Write and correctly punctuate Grade 12 level complex sentences containing dependent and independent clauses, using a variety of coordinating conjunctions (*and, but, for, or, nor, so* and *yet*) and independent marker words (*also, consequently, furthermore, however, moreover, nevertheless* and *therefore*).
- d. Write Grade 12 level extended texts containing complex sentences showing agreement between verb and subject, agreement between pronouns and antecedents, correct pronoun case and parallel structures.
- f. Participate in peer or teacher conferencing, using a Grade 12 level text, with an emphasis on proof-reading and editing to improve word choice, sentence variety and structure, overall content, cohesiveness and clarity.

Writing

ELA.HS.11 Apply skills to participate in real life situations.

Student Learning Outcomes

- a. Identify authentic and real-life purposes and audiences for writing, appropriate for Grade 12.
- b. Select the most appropriate of the four forms of writing and follow the four steps in the writing process to complete a text of Grade 12 standard to communicate effectively so as to achieve a purpose, complete a project, solve problems and accomplish desired outcomes, especially in out-of-school social, environmental, academic, career and workplace-related contexts.
- c. Keep a writing journal, file or research notebook and make frequent entries on items of personal interest and potential usefulness.
- d. Write non-fiction texts in Grade 12 curriculum content areas in order to clarify ideas, explore concepts and support understanding.
- e. Keep a portfolio with a variety of self-annotated drafts and finished texts, including examples of 'real-life' extended and practical writing projects, showing skills development and progression over time.
- f. Exchange written and visual information for a variety of purposes, using appropriate ICT, including email and via a website.

Literature

ELA.CP.1 Use new grade-appropriate vocabulary, including higher-level content area vocabulary, needed to understand classical literature.

Student Learning Outcomes

- a. Distinguish between literal and figurative language in contemporary and traditional literature appropriate to Grade 12 level, and determine the author's purpose and meaning for selecting specific vocabulary.
- b. Distinguish between denotation and connotation in contemporary and traditional literature appropriate to Grade 12 level.
- c. Analyze new vocabulary and use knowledge of context and etymology to discern the author's meaning.
- d. Make use of thesauruses, dictionaries, glossaries, footnotes and other reference materials, including on-line searches, to analyze and determine the meaning of new vocabulary in contemporary and traditional literature appropriate to Grade 12 level.
- e. Make appropriate use of new vocabulary, from contemporary and traditional literature appropriate to Grade 12 level, in speech and writing.
- f. Analyze the extent to which authors develop characterization through dialogue and other literary devices by comparing and contrasting characters from different gender, social or ethnic origins in a range of classical and contemporary literature appropriate to Grade 12 level.
- g. Explore the ways in which language is adapted to appeal to certain gender, social or ethnic groups in contemporary and traditional literature and visual media appropriate to Grade 12 level.
- h. Recognize and evaluate the impact of discriminatory language and images in contemporary and traditional literature and visual media appropriate to Grade 12 level.

Literature

ELA.CP.2 Read to experience a variety of literature, acquire knowledge and learn new skills.

Student Learning Outcomes

- a. Read, analyze, compare and contrast a range of classical and contemporary Grade 11 level prose, poetry and drama texts and express thoughtful and mature judgments and opinions about the language and literary devices the author uses to achieve their purpose.
- b. Identify and discuss the effect on the reader of common themes, concepts, features and structural elements in a range of Grade 11 level texts of different genres.
- c. Use an appropriate graphic organizer to analyze, compare and contrast common themes and concepts in a number of related Grade 11 level literary texts.
- d. Read independently and widely from a broad and enriching range of classical and contemporary literature by a variety of authors from different cultural backgrounds.
- e. Demonstrate an appreciation for reading for pleasure, information and self-improvement by reading widely and often.
- f. Read widely, from a range of literary genres appropriate for Grade 11 readers, to support learning in other curriculum subject areas, including social studies, cultural studies and history.
- g. Read widely from a variety of Grade 11 level literary texts in order to appreciate different viewpoints and perspectives on important themes that affect daily life.
- h. Read and reflect on a range of literary texts suitable for Grade 11 and evaluate the extent to which they reflect and make a positive contribution to everyday life.
- i. Locate and select appropriate texts to read in order to solve a practical problem, achieve a real-life purpose or complete a task.
- j. Read a broad range of texts to explore and understand many dimensions of human experience and to make informed decisions about social, cultural, ethical and environmental issues.
- k. Make a detailed comparative study of the history of the vernacular language and English, with attention to etymology, form and function of the language used in Grade 11 level contemporary and traditional literature.
- l. Conduct research amongst peers and adults and make a comparative study of the values placed upon contemporary and traditional literature appropriate to Grade 11 level in vernacular language and English.

**Grade
12**

Literature

ELA.CP.9 View a presentation or show, recall important information, critique from a variety of perspectives and develop high quality presentations.

Student Learning Outcomes

- a. View on-screen or live dramatic representations of a variety of contemporary and traditional literary genres appropriate for grade 12 level and recall and retell important themes, events, main points and details.
- b. Analyze, compare, and evaluate, from a personal, cultural and critical perspective, on-screen or live dramatic presentations appropriate for grade 12 level, interpreting dramatic conventions and devices and clearly articulating personal insights and observations.
- c. Appraise the extent to which on-screen or live dramatic representations, appropriate for grade 12 level, represent different cultural perspectives, promote diversity and challenge cultural barriers, stereotypes and bias.
- d. Research and analyze the historical, social, cultural ethical and religious themes and issues that form the context of a range of Grade 12 level literature and evaluate the way in which literature influences and is influenced by history, society and culture.
- e. Read widely from a range of classical and modern literature appropriate for Grade 12 readers and develop insights about the literary devices the author uses to achieve their purpose.
- f. Analyze, compare and respond to complex themes and literary techniques and devices, including irony, foreshadowing and flashback, characterization, soliloquy, conflict and motivation, in a range of classical and modern literature appropriate for Grade 12 readers.
- g. Recognize complex figurative language (imagery, symbolism, simile, metaphor, personification, idioms, alliteration, onomatopoeia and hyperbole) in Grade 12 level texts as well as classical and modern literature, and interpret the author's purpose and meaning.
- h. Write and prepare high quality reports, presentations and critiques, using the language of literary criticism, of literature and media experienced, using a variety of means including drama, print and electronic media.

Scope and Sequence of Student Learning Outcomes

The following tables show the scope and sequence of SLOs arranged by grade cluster. This arrangement allows teachers and specialists to gain an overview of the breadth and depth of the SLOs and the pattern of progression from one grade to the next.

