

# *English Language Arts*

Learner Outcomes

Grade 11

Specific Outcome 1.1.1

Grade 11

Discover and Explore  
Express Ideas

Engage in exploratory communication to connect other information with own personal opinion to deepen understanding

\*\*It is important to create an open atmosphere in the classroom community that is inviting and safe.

General Example(s)

- possible methodologies include: Mind Maps, "Think-Pair-Share" (TPS), "Draw & Discuss", Y-Charts, "Know-Want-to-Know-What-I-Learned" (KWL), collages, role playing, movie reviews, "Agree-Disagree", anticipation guides, Venn diagrams, ...
- possible strategies to share and examine opinion/points of view: making observations, asking questions, making predictions, forming opinions, talking, listening, gathering information (see description of GO)
- possible graphic organizers include: Mind Maps, "Think-Pair-Share" (TPS), "Draw & Discuss", Y-Charts, "Know-Want-to-Know-What-I-Learned" (KWL), collages, role playing, movie reviews, "Agree-Disagree", anticipation guides, Venn diagrams, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

1.1.1 a. *Accesses background information from a selection of both primary and secondary sources, with support*

*Reading preface to texts, researching author background, ...*

*See Record Information (3.3.2)*

*May say, "The teacher gave us a handout on the author. Knowing that she came to Canada as a teenager helped me to understand part of the story better."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Reading Text*
- Document Use*
- Oral Communications*

1.1.1 b. *Identifies text creator's opinion and infers point of view*

*Conversations, readers' workshops, writers' workshops, exploratory talks, letters, scientific method, inquiry process, literature journals and circles, literature responses, science journals, anticipation guides, "Think Alouds", email messages, peer dialogue journals, online dialogue journals, ...*

*May say, "The photographer always puts the flower in a more prominent position. I think that is to show that he thinks that nature is more important than humans."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Reading Text*
- Document Use*
- Oral Communications*
- Thinking Skills*

---

**1.1.1 c. Communicates an opinion related to the classroom discussion (pairs, small groups, large groups) in person or using various technologies as appropriate**

*Class discussions, "Think-Pair-Share" (TPS), journals, exit slips, storytelling, music reviews, dialogue, collages, opinion pieces*

*May say, "I liked having a discussion area in the Wiki that we used for our project. That way, when I had an idea, but couldn't jot out what to say, I could share my ideas with the others once I had thought them through by posting a comment there."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Writing*

*Oral Communications*

*Working with Others*

**1.1.1 d. Supports personal opinion with evidence from text with guidance**

*Opinion pieces...answering a question and substantiating it*

*Conversations, journals, response logs, dialogue journals, two-way journals, dual entry journals, "Think-Pair-Share" (TPS), prediction frames: "I observe, I predict, I think, I now know...", "Before-During-After" (BDA), learning logs, inquiry notebooks inquiry/research response sheets, inquiry process, scientific method, ...*

*Question frames: "How might ....", "I wonder if ... ", "Would it be the same as ..."; prediction frames: "I observe, I predict, I think, I now know ..."*

*May say, "I really like the video we watched. The way the letters of the quotes changed colour to melt into the background was really neat. It made the changes really subtle."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Reading Text*

*Document Use*

*Oral Communications*

*Thinking Skills*

## General Outcome

Explore thoughts, ideas, feelings, and experiences

**DRAFT**

### Specific Outcome 1.1.2

#### Grade 11

### Discover and Explore

### Consider Others' Ideas

Use others' ideas and information to influence own thinking and understanding

#### General Example(s)

- conversations, plays, sharing circles, guest speakers, story telling, story times, literature circles, book talks, role plays, discovery circles, presentations, centers, celebrations, class meetings, problem-solving activities, questions, reflections, descriptions, predictions, verifications, revisions, graphic organizers, surveys, interviews, correspondence, explanations, paraphrases, elaboration, hypotheses, opinions, inferences, analyses, evaluations, syntheses, ...

### Learning Outcomes & Corresponding Illustrative Example(s)

#### By the end of Grade 11 the student ...

- 1.1.2 a. ***Practices strategies to provide feedback that is helpful and respectful and encourages the receiver to consider other ideas and information***

*Reflecting, questioning, paraphrasing, synthesizing, ...*

*"Plus-Minus-Interesting" (PMI), dialogue/response journals, point form notes, exit slips, ...*

*May say, "Maybe use another word, instead of 'nice' all the time. The thesaurus function in Word might give you a few to choose from."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Thinking Skills*

*Working with Others*

*Continuous Learning*

- 1.1.2 b. ***Practices strategies to receive constructive criticism in a respectful manner***

*Role playing, questioning for clarification, fact versus opinion, reflecting and making appropriate changes, personal reflection, ...*

*May say, "I don't always like it when people suggest changes to my work. But once I realized that I don't have to follow them - but just try them out - I don't get as frustrated."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Thinking Skills*

*Working with Others*

*Continuous Learning*

Specific Outcome 1.1.3

Grade 11

Discover and Explore  
Experiment with Language and Forms

Examine the effects of language use with guidance

General Example(s)

- adaptations of stories and/or novels to film

\*\*May include: artistic media, authors, illustrators, genres, forms, cultural traditions, media representations, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

1.1.3 a. *Examines the ways language and oral, printed and other types of media texts change over time*

*E.g. Considers the relationship between the local oral tradition and the written tradition of the school-community resources*

*Considering the relationship between the local oral tradition and the written tradition of the school, changes in movie styles (as filming techniques), ...*

*May say, "The acting in that movie was really weird. It was like the star was being real a drama queen."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Reading Text*
- Document Use*
- Oral Communications*
- Thinking Skills*

1.1.3 b. *Examines the impact of different language use in different contexts*

*Slang, colloquialism, dialogue, community name changes, profanity, informal vs. formal language, email etiquette, types of writing, ...*

*May say, "It felt funny the first time that I served my teacher at the store checkout. Saying 'Have a nice day' felt fake."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Reading Text*
- Thinking Skills*
- Continuous Learning*

1.1.3 c. *Compares the effects of language variation in different circumstances*

*Appropriate use of slang, profanity and tone, formal vs. informal language, ...*

*May say, "I never heard my teacher swear until he stubbed his toe on our class camping trip."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Reading Text*
- Writing*
- Oral Communications*
- Thinking Skills*
- Continuous Learning*

Specific Outcome 1.1.4

Grade 11

Discover and Explore  
Express Preferences

Expand knowledge of and experience with texts and learning styles

General Example(s)

- reading logs, learning logs, ...

\*\*Learning styles strategies, multiple intelligences, graphic novels, poetry, posters, collages, multimedia, music videos, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

1.1.4 a. **Identifies personal texts preferences, with guidance**

*Reading inventories, book lists, favourites lists, personal libraries, ...*

*May say, "I like magazines about biking and some other sports because the topics interest me and the articles are short and easy to read. I don't like having to read stories in class because I don't see the point."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Reading Text*
- Document Use*
- Oral Communications*
- Continuous Learning*

1.1.4 b. **Identifies personal learning preferences**

*Online inventories, learning logs, reflection sheets, goal setting, ...*

*May say, "I don't like following the text book when someone else reads. I'd rather just close my eyes and listen."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Thinking Skills*
- Continuous Learning*

1.1.4 c. **Expands repertoire of preferences for texts, and in learning styles**

*Goal setting and support plans, reading targets, ...*

*May say, "I read a story about a competitive dirt biker even though it was fiction. I was a bit surprised that I actually enjoyed it, because I usually don't like fictitious stories, but maybe I liked this one because I could identify with the main character."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Reading Text*
- Oral Communications*
- Continuous Learning*

Specific Outcome 1.1.5

Grade 11

Discover and Explore  
Set Goals

Demonstrate growth in personal language use and needs

\*\*Language use includes all six language arts.

\*\*Receiving language process stages may include: pre-reading/listening/viewing, reading/listening/viewing, responding, exploring, and applying.

\*\*Expressing language process stages may include: thinking/planning, drafting/writing/ representing, revising, editing, and publishing.

Specific Outcome Links

See: Create Personal Portfolio (5.3.1), Revise Content (4.2.2), Enhance Clarity (4.2.3)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

1.1.5 a. Experiments with new forms of language use

Conferences, journals, personal dictionaries, considering context, note taking strategies, exit slips, personal reflection forms, ...

May say, "I used a highlighter in my notes to mark unfamiliar words. Then I put a sticky note with the definition on that page."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Reading Text
- Document Use
- Writing
- Oral Communications

1.1.5 b. Seeks solutions to personal language challenges

Conferences, journals, personal dictionaries, considering context, note taking strategies, exit slips, personal reflection forms, ...

May say, "I have trouble organizing my ideas. Maybe I'll try using one of the graphic organizers that the teacher gave us."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Reading Text
- Document Use
- Writing
- Oral Communications
- Thinking Skills
- Continuous Learning

1.1.5 c. Sets goals to develop new exploratory language skills, with guidance

Reading logs, journals, ...

May say, "Last year when I got hurt, my mom explained what happened to the doctor, but this year, I was able to explain it for myself."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Reading Text
- Document Use
- Writing
- Oral Communications
- Continuous Learning

## General Outcome

Explore thoughts, ideas, feelings, and experiences

**DRAFT**

### Specific Outcome 1.2.1

#### Grade 11

### Clarify and Extend

### Combine Ideas and Develop Understanding

Experiment with ways to represent ideas and information to develop new understandings

#### General Example(s)

- journals, letters, blogs, collages, music, ...

### Learning Outcomes & Corresponding Illustrative Example(s)

#### By the end of Grade 11 the student ...

- 1.2.1 a. **Experiments with different and personally meaningful ways of organizing ideas and information to clarify and extend understanding**

*Adding to repertoire of graphic organizers, adapting graphic organizers, selecting from collection of graphic organizers, selecting a graphic organizer to match the task, ...*

*May say, "I always hated when the teacher made us brainstorm before we started writing. But it's not so bad when I use one of the graphic organizers we keep in the room. I like the fishbone more than the web with circles."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Document Use*

*Writing*

*Oral Communications*

*Thinking Skills*

- 1.2.1 b. **Represents new understandings in a variety of ways**

*Collages, bulletin boards, dual-entry journals, "bookmark" reports, ...*

*May say, "Sometimes I make notes in a list, but other times I use a web. Sometimes I even draw little pictures, mostly when we have to summarize a story."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Document Use*

*Writing*

*Oral Communications*



## General Outcome

Explore thoughts, ideas, feelings, and experiences

DRA

### Specific Outcome 1.2.2

#### Grade 11

### Clarify and Extend

### Explain Opinions

Present and support own view in meaningful ways

#### General Example(s)

• letters to the editor, posters, brochures, debates, ...

### Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

#### 1.2.2 a. Summarizes main ideas and supports details that support one's own point of view

*Outlines, main idea /detail charts, sticky notes, note taking, charts, brainstorming/cluster diagrams, "Who-What-When-Where-Why" (5W's), discussions, journals, response journals, learning logs, concept webs/maps/frames, word splashes, ant charts, Venn diagrams, interviews, questions and answers, written reviews, posters, advertisements, research, science experiments, survey analyses, data analyses, debates, essays, ...*

*May say, "Smoking is disgusting, it stinks and makes your teeth and fingers yellow. The pictures in the anti-smoking posters are meant to gross us out by showing how it rots our insides, too."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Reading Text*

*Document Use*

*Writing*

*Oral Communications*

*Thinking Skills*

#### 1.2.2 b. Selects and organizes ideas to support a point of view

*"Cause & Effect", "Pros & Cons", "Plus-Minus-Interesting" (PMI), storyboards, Venn diagrams, anything that assists in the process of analyzing, synthesizing and evaluating information to draw conclusions, reducing a film to a story board, comic strip version story, ...*

*May say, "I didn't realize this was a 'compare and contrast' article until..."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Writing*

*Oral Communications*

*Thinking Skills*

#### 1.2.2 c. States own view with references to the most significant information that led to it

*Discussions, journals, response journals, learning logs, concept web/map/frames, word splashes, Venn diagrams, interviews, "Question/Answer Relationships" (QARs), written reviews, posters, advertisements, research, science experiments, survey analyses, data analyses, debates, essays, ...*

*May say, "I really decided that I was in favour of prohibition when I saw the costs of medical care from vehicle accidents involving alcohol. Just imagine the recreation programs that could be run with that money."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Document Use*

*Writing*

*Oral Communications*

*Thinking Skills*

*Working with Others*

Specific Outcome 2.1.1

Grade 11

Use strategies and Cues

Prior Knowledge

Analyze prior knowledge and understanding to make connections between self, texts, and others

\*\*Using texts with an appropriate complexity of content and sophistication of style.

\*\*Reading process stages include: pre-reading, reading, responding, exploring, and applying.

\*\*Viewing process stages include: previewing, viewing, responding, exploring, and applying.

General Example(s)

- talking, listening, brainstorming, drawing, painting, building, writing, sculpting, acting, dancing, composing, singing, chanting, story telling, reading, viewing, representing, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

2.1.1 a. **Makes connections with prior knowledge and experiences when constructing meaning and responding to texts, independently**

*Talking, listening, drawing, previewing the text, visualizing, questioning, skimming, T-Charts, ...*

*May say, "The illustrations in that graphic novel remind me a lot of the paintings of one of the artists we studied in art class. I wonder if the writer was influenced by that."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Reading Text*
- Document Use*
- Writing*
- Oral Communications*
- Thinking Skills*
- Continuous Learning*

2.1.1 b. **Recognizes that reading, listening, and viewing are active processes in which readers/listeners/viewers interact with the text to construct meaning within the context of their own understanding and experiences**

*Conversation, sharing circles, journals, learning logs, "Before-During-After" (BDA), story maps, note-taking, ...*

*May say, "The video on making a moose-skin boat is about keeping a tradition, but the movie 'Whale Rider' is about challenging it."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Reading Text*
- Document Use*
- Oral Communications*
- Continuous Learning*

2.1.1 c. **Understands connections of others to texts**

*Dialogue journals, literature circles, ...*

*May say, "My friend just loves the new 'Star Trek' movie, but I just thought it was okay. I was never a big fan to begin with, but he watches all of the reruns on t.v., even of the original series. I think that knowing the original characters makes a difference."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Thinking Skills*
- Working with Others*

---

**2.1.1 d. Compares own and others' ideas relating to texts**

*May say, "We paired up with someone who disagreed with us to make a chart about the strengths and weaknesses of a t.v. show*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Writing*

*Oral Communications*

*Thinking Skills*

*Working with Others*

**2.1.1 e. Represents connections between texts and ideas of self and others in a variety of ways**

*Graphic organizers may include: journals, lists, pictographs, physical graphs, picture maps, picture splashes, diagrams, "Liste Sketch-Share", T-Charts, webs, graphs, same and different charts, sequence maps, character maps, charts/comparison charts, 1 Maps, clusters, "Know-Want-to-Know-What-I-Learned" (KWL), "Who-What-When-Where-Why-How" (5 W's + H), "Before-Du After" (BDA), "Think Alouds", bar graphs, timelines, Venn diagrams, chains, cycles, sequence circles, learning logs/reflection 1 concept frames, flow charts, story maps, plot diagrams, word maps, pyramids, "Know - Want to Know - How I will learn it - W Learned - How I will Apply - What Questions am I left with?" (KWHLAQ), "Know-Want-to-Know-Predict-Learned" (KWPL), Prediction frames, Slim Jims, Process Notes, "Plus-Minus-Interesting" (PMI), Jot charts, outlines, information comic strips, paragraphs, bibliographies, information flip books, sequential maps, "Sketch-a-Sequence" frames, "Cause & Effect" charts, se check tools, rubrics, Y-Charts, chapter maps, anticipation guides, Dancing boxes, continuums, fishbone diagrams, matrixes, sp sheets, Decision Making Graphic Organizers, Problem Solving Graphic Organizers, Experimental Graphic Organizer, Herring frame, I-search, hierarchical maps, collages, notes,...*

*May say, "I could use comments from others in a review of the movie to show what they think, or I could do a graphic novel or a interview format."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Document Use*

*Writing*

*Oral Communications*

*Thinking Skills*

*Working with Others*

*Computer Use*

Specific Outcome 2.1.2

Use Strategies and Cues  
Comprehension Strategies

Grade 11

Select and use appropriate comprehension strategies to construct, confirm, revise, and explain understanding, with guidance

\*\*All forms of response, before, during, or after reading, help to construct meaning from text (oral, printed, and other types of media).

\*\*It is through guidance and practice at every grade, that students move through literal, to inferential, to evaluative levels of comprehension of text (oral, printed, and other types of media), simultaneously.

\*\*Reading process stages include: pre-reading, reading, responding, exploring, and applying.

\*\*Viewing process stages include: previewing, viewing, responding, exploring, and applying.

General Example(s)

• the seven (7) key thinking (comprehension) strategies used by proficient readers are:

- activating prior knowledge: making connections to relevant, prior knowledge (schema) before, during, and after reading text for the purpose of storing newly learned information with other related memories or ideas. It often involves making predictions and may involve accessing background knowledge if there is no prior knowledge of the topic or theme
- determining importance: identifying the most important ideas and themes in a text and drawing conclusions about them, in order to focus the reading and to exclude peripheral or unimportant details from memory
- question generating: to clarify and to focus the reading by asking questions of themselves, the authors, and the texts that they are reading
- visualizing: creating mental images that include visual, auditory, and other sensory connections to the text
- inferring: drawing inferences from text; combining what is read in the text with one's own ideas to create a unique interpretation. It is reading between the lines to figure out what the author has left unsaid
- synthesizing: retelling and summarizing; bringing together pieces of information within a text, during or after reading
- monitoring for meaning: thinking about what one is reading both during and after reading to determine if one is comprehending a text. It's partner, clarifying, consists of using a variety of fix-up strategies to clear up confusion

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

---

**2.1.2 a. *Selects and uses appropriate strategies for constructing meaning from text******E.g. Pre-reading, during reading, and post-reading strategies***

*Fix-up strategies, note-making, graphic organizers, Mind Maps, summarizing, vocabulary records, discussing, collaborating, pyramid diagrams, identifying repetition and significant words/phrases, visualizing, predicting, previewing the text, making connections and relating parts, filling in gaps, paraphrasing, questioning, skimming, using visual text, role playing/drama, visu representation of fiction, ...*

*May say, "Sometimes I make notes while I read, but other times I just doodle." "I have a hard time making any text stick throu any strategy."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Document Use*

*Writing*

*Oral Communications*

*Thinking Skills*

*Computer Use*

**2.1.2 b. *Describes and selects strategies to verify understanding through questioning and developing answers******E.g. Pre-reading, during reading, and post-reading strategies***

*Repeating, paraphrasing, questioning, discussing, highlighting, stickies, test-taking strategies, ...*

*May say, "When I have trouble understanding something, I usually read it over again, but if there are hard words in it I have to and look them up. Sometimes it helps me to make some notes about what I am reading, and if I am really stuck, I write down questions for the teacher."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Thinking Skills*

*Continuous Learning*

**2.1.2 c. *Makes connections between main ideas and details, recognizing that some details are more significant than others******Note: Using texts with an appropriate complexity of content and sophistication of style***

*Storyboards, generating outlines, cluster diagrams, idea lists, note taking, ...*

*May say, "The boy refused to play because he was sad."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Thinking Skills*

*Continuous Learning*

**2.1.2 d. *Makes and confirms predictions in more sophisticated oral, printed and other types of media texts******Note: Using texts with an appropriate complexity of content and sophistication of style***

*May say, "I think that this cartoonist is trying to say that all leaders are pretty much the same once they get into power, no matt what party they are from."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Reading Text*

*Oral Communications*

*Thinking Skills*

**Specific Outcome 2.1.3****Grade 11****Use Strategies and Cues****Textual Cues**

Select and apply appropriate contextual cues in texts to anticipate meaning

**\*\*Cues include:** book covers, titles and chapter titles, logical organization (sequential (beginning, middle, end) plot lines (elements), cause and effect relationships, problem-solution), sentence patterns, paragraphs, illustrations, photographs (in text, of author, of topic, ...), authors' profiles, font, type/size, music/sounds, volume, colour, movement, opening shots to videos, lighting (time, mood, feelings), composition, logical organization (sequential, categorical, cause-and-effect relationships, comparison-contrast, problem-solution, descriptive), illustrations and corresponding captions, key words and placement, capitalization, punctuation and pauses, sentence patterns, table of contents, hot links, headings and subheadings, dictionary guide words, paragraphs, indices, glossaries, bullets, margin notes/side bars, thumbnails, menu bars, placement and size of words, syllabication, ...

**Learning Outcomes & Corresponding Illustrative Example(s)**

**By the end of Grade 11 the student ...**

**2.1.3 a. Analyzes a speaker's nonverbal communication strategies**

**Note: Recognizes local cultural differences**

*Posture, eye contact, facial expressions, public speaking strategies, costume/dress, movement and gesture, use of colour, space, sound, lighting, ...*

*May say, "I realized that it is important to watch the speaker, too, so that you catch their facial expression to know if they are serious or not."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*  
*Oral Communications*

**2.1.3 b. Analyzes the elements of art and principles of design in a visual text**

*Colour, placement, relative size borders, animation, symbolism, rule of thirds, contrast, unity, depth of field, focus, juxtaposition, angle, shading, graphic novels, ideas and impressions, ...*

*May say, "By including only the reflection of the man and having it in colour while the real room was black and white could get us to think about different perceptions of reality."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*  
*Reading Text*  
*Document Use*  
*Thinking Skills*

---

**2.1.3 c. Analyzes the effects of language choices in print texts**

*Creating empathetic book and story reviews, reading responses, literature circles, book talks, ...*

*May say, "Having only one sentence on a page makes it easier for new readers to read."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Reading Text*

*Document Use*

*Writing*

*Thinking Skills*

**2.1.3 d. Analyzes the elements of art and principles of design in a multimedia text**

*Hypertext, pop-ups, sound bytes, 3D, menus, thumbnails, ...*

*May say, "It bugs me when pop-ups appear while I'm on a site, even though I know that the advertising is what pays for it so they can use it for free."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Reading Text*

*Writing*

*Computer Use*

*Thinking Skills*

Specific Outcome 2.1.4

Grade 11

Use Strategies and Cues  
Cueing Systems

Use textual cues to extend understanding, independently

\*\*This SO includes semantic, syntactic and pragmatic cueing systems. Phonics is no longer a useful cueing system for students in Middle School and beyond; it is replaced by word analysis.

General Example(s)

• cueing systems are effective when instruction is integrated within meaningful, purposeful reading of authentic texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

2.1.4 a. *Uses syntactic cues to construct and confirm meaning, with support*

*Note: 'Syntactic' is understanding the correct structure or grammar or flow of language. Word order (sentence structures), the relationship between words, tense, and numbers provide a sense of the structure being used. This occurs at higher levels of text organization than just the sentence*

*Note: Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets*

*E.g. Uses word order and context clues to read new or unfamiliar words*

*E.g. Word order, punctuation, word boundaries, capitalization, apostrophes, quotation marks, commas, ...*

*Narratives have a beginning, middle and end or other specific sequences; Recipes begin with lists of ingredients and go to procedures; Letters begin with a date and salutations, Informational texts have headings, paragraphs, subheadings, and margin organizers; Essays follow a paragraph structure, ...*

*Plural markers, verb tenses, ...*

*Attending to punctuation when reading aloud affects fluency (in particular: expressing, phrasing)*

*May say, "Before I read the chapter I will look at the words in bold print. They are sort of a preview of what the chapter is about."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:  
Reading Text*



---

**2.1.4 b. Uses semantic cues to construct and confirm meaning, with support**

**Note:** 'Semantic' is the meaning system. Meaning is not lodged in individual words (vocabulary); the context in which a word appears gives clues to which meaning is intended

**Note:** Meanings vary slightly from reader to reader; the conceptual meanings can vary from concrete to abstract

**E.g.** Making use of cues such as compound words, contractions, suffixes, prefixes, root words, homonyms, antonyms, synonym word origins, ...

**E.g.** Using texts with an appropriate complexity of content and sophistication of style; sight reads texts and self corrects; predicts meanings of new words from context and word structure

See Comprehension Strategies (2.1.2)

Monitoring strategies might include (in addition to those listed in previous grades): outlining, summarizing, skimming, scanning, paraphrasing, tracking notes, intonation, pace, rate volume, attending to punctuation, attending to context, ...

May say, "I thought that word was . . . but it can't be that because this whole paragraph is about . . ."

Through the effective teaching of this outcome, the following Essential Skills may be developed:  
Reading Text

**2.1.4 c. Uses pragmatic cues to construct and confirm meaning, with support**

**Note:** 'Pragmatic' is understanding that language fits a purpose and an audience; so varies according to social and cultural use

**Note:** Readers are co-creators of meaning, as most texts don't have one intended meaning or interpretation. Through an active process, readers constantly build meaning for themselves as they think along with an author's words

**E.g.** Using texts with an appropriate complexity of content and sophistication of style

**E.g.** Interacts with text to talk about an author's/creator's purpose, audience, and choice of structure or form; makes inference. negotiates meaning of text (personal interpretations)

See Experience Various Texts (2.2.1), Forms and Genres (2.3.1), Prepare to Create Texts: Forms, Genres, Audience, Purpose (4.1.2), Create Originals Texts (4.1.3), Respond to Texts (2.2.2), Techniques and Elements (2.3.2), Vocabulary and Appreciate Artistry of Texts (2.3.3), and Enhance the Artistry (4.2.4)

Conversation topics in literature circles may include: students' background and prior knowledge/experience, author's/creator's intent, characters' feelings, how a quotation/selection might be read/interpreted, author's/creator's message, multiple intended meanings or interpretations, author's/creator's point of view, ambiguity of text (conflicting messages), ...

May say, "When an elder comes into the school, we shouldn't swear. We should also say 'please' and 'thank you' in our language show respect."

Through the effective teaching of this outcome, the following Essential Skills may be developed:  
Reading Text  
Oral Communications

## Specific Outcome 2.2.1

## Grade 11

**Respond to Texts**  
**Experience Various Texts**

Read, listen and view increasingly sophisticated texts for a variety of purposes

\*\*The distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style).

\*\*Keep in mind that students need to experience a wide range of texts including Canadian and Aboriginal cultures, communities, and authors.

\*\*Reading process stages include: pre-reading, reading, responding, exploring, and applying.

\*\*Viewing process stages include: previewing, viewing, responding, exploring, and applying.

\*\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

## Learning Outcomes &amp; Corresponding Illustrative Example(s)

## By the end of Grade 11 the student ...

- 2.2.1 a. ***Reads, listens, views, and responds to clarify and extend thinking, to gather information, and to function at home and in the workplace***

*"How-To" manuals, wiring diagrams, income tax forms, reading/interpreting a transcript/validation statement, applications, menus/recipe books, following directions, participating in discussions, forming an opinion, analyzing information received, speaking, paraphrasing, interviewing (job interview scenarios), response logs, discussions, ...*

*May say, "I check out [www.cbc.ca/north](http://www.cbc.ca/north) when I am looking for more detail on a news story I heard on the radio. And I really like the food network's website for recipes."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*  
*Reading Text*  
*Document Use*  
*Oral Communications*

- 2.2.1 b. ***Reads, listens, and views for enjoyment and has appreciation***

*Biographies, letters, journals, magazines, sharing circles, literature circles, DEAR time, choosing books, reading cover of books, "Five Finger Rule", using libraries and bookstores (including online), internet research, ...*

*May say, "My friend told me that I should read the 'Twilight' trilogy. I just finished the first one and am going to the library to borrow the second one."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*  
*Reading Text*  
*Document Use*  
*Oral Communications*

---

**General Outcome**

Comprehend and respond personally and critically to oral, print and other media text through a process

<b>DRA</b>
------------

---

2.2.1 c ***Describes their own purposes for listening, viewing, reading***

***E.g. To gather information, follow directions, participate in a discussion, form an opinion, analyze information, appreciate and enjoy***

*Enjoyment, interest, information/research, constructing meaning, making and confirming predictions or understandings, responding, clarifying, extending thinking, appreciation, guest speakers, instructional videos, music, speaking competitions, del community meetings, online art galleries, ...*

*May say, "I like to watch 'MythBusters. Adam and Jamie are funny, but I also learn a bit about science from their experiments.'*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Reading Text*

*Document Use*

*Oral Communications*

*Continuous Learning*

## Specific Outcome 2.2.2

## Grade 11

**Respond to Texts**  
**Connect Self, Texts, and Culture**

Make connections between self, text, and culture

\*\*Personal response includes connecting content with own life.

\*\*Critical response includes understanding the message and the influence of communication tools.

\*\*Responses occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, ...

\*\*It is through guidance and practice at every grade, that students move through literal, to inferential, to evaluative levels of comprehension of text (oral, printed, and other types of media), simultaneously.

## Learning Outcomes &amp; Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

2.2.2 a. **Compares own values with those identified in the text**

*Personal literary responses, reviews – movie and music videos, critiquing on-line games, ...*

*May say, "Although I agree with the poet that childhood experiences are really important, I think that a really different adult experience, like traveling through Africa, could have a big effect on what you think, too."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Reading Text*

*Document Use*

*Oral Communications*

*Thinking Skills*

2.2.2 b. **Describes and appreciates how various texts can contribute to their understanding of themselves, their roles in the family and community, and their relationships with others**

*Journals, personal inventories, ...*

*May say, "In 'Two Old Women', when the women realized that they could look after themselves instead of expecting others to do everything for them, I wondered if we sometimes rely more on others because we **can** than because we **have to**."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Reading Text*

*Document Use*

*Oral Communications*

*Thinking Skills*

*Continuous Learning*

2.2.2 c. **Explains the ways that cultural background and experiences affect responses to texts**

*Sharing circles, book talks, literature circles, ...*

*May say, "I didn't understand the story until after my grandfather explained how the hunts used to be organized."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Reading Text*

*Document Use*

*Oral Communications*

*Thinking Skills*

*Continuous Learning*

---

**General Outcome**

Comprehend and respond personally and critically to oral, print and other media text through a process

<b>DRA</b>
------------

---

2.2.2 d. ***Describes ways in which oral, printed, and other types of media texts capture specific elements of pop, local, and traditional cul***

*Art styles, drum songs, clothing, ...*

*May say, "The poetry of the 70s folk songs dealt with war a lot. I found out that was because they were protesting the Vietnam War."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Reading Text*

*Document Use*

*Oral Communications*

*Thinking Skills*

*Continuous Learning*

2.2.2 e. ***Reflects on and evaluates personal and critical response to text and consider alternative interpretations***

***Note: It is through guidance and practice, at every grade, that students move from literal, to inferential, to evaluative levels of comprehension of text (oral, printed, and other types of media)***

***Note: The distinction between grade levels is the depth of the response***

***Note: Responses occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, ...***

*Sharing circles, response journals, book logs, ...*

*May say, "I did a collage as my response to the story because I thought it would be easiest. But it probably took me longer to put out the right pictures than it would have to write a review."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Thinking Skills*

*Continuous Learning*

Specific Outcome 2.2.3

Grade 11

**Respond to Texts**  
**Appreciate the Artistry of Texts**

Respond to texts critically, identifying factors that contribute to effectiveness

\*\*E.g. Voice, style, use of dialogue, impact of genre, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

- 2.2.3 a. *Explains how manipulative graphic design techniques are used in print, television and film to influence the viewer's perceptions, especially in advertising*

*E.g. Graphic quality, color, sound, camera angle, composition and editing, that create and/or manipulate emotion, mood and point of view*

*Redesigning an advertisement, ...*

*May say, "The iced tea commercial that shows people falling backwards into a pool is trying to make us believe that drinking their product will make you feel as refreshed as jumping into a pool."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Document Use*

*Oral Communications*

- 2.2.3 b. *Identifies and describes their point of view in an oral, printed or another type of media text, and recognizes the particular response(s) elicited from the intended audience (i.e. age, gender, geographic location, ...)*

*May say, "The poster that shows the pictures of diseases you can get from smoking is intended to gross us out enough to stop us from smoking, or to make us quit."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Reading Text*

*Document Use*

*Oral Communications*

*Thinking Skills*

- 2.2.3 c. *Describes appropriate verbal communication strategies used to convey intent (mood indicators, volume, tone, irony and sarcasm, ...)*

*May say, "When I'm joking around and insulting my friends, I usually add 'not' or 'as if' to the end of the insult so that they don't think I'm serious and get offended."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Oral Communications*

*Thinking Skills*

Specific Outcome 2.3.1

Grade 11

Understand Forms and Techniques

Forms and Genres

Make personal choices and evaluations about texts

\*\*The distinction between grade levels is the exposure to a variety of forms and genres of texts (appropriate complexity of content and style).

\*\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

2.3.1 a. **Explains reasons for the choice of form and genre by the text creator**

*Discussion, ...*

*May say, "Why do the candidates for the Prime Minister's office hold a debate? Both kinds of presentations are to persuade us vote for them. Do they choose that, instead of a speech, because they can talk to lots of different kinds of people by answering a kinds of questions?"*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Reading Text*
- Document Use*
- Oral Communications*
- Thinking Skills*

2.3.1 b. **Considers texts in the context in which they were produced when interpreting and evaluating them**

*Author biographies, historical settings, ...*

*May say, "The old movie version of 'Psych'o was really scary when it first came out, but now it's kind of dull because we see so gore on t.v. and in the movies, even in the regular news."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Reading Text*
- Document Use*
- Oral Communications*
- Thinking Skills*

2.3.1 c. **Recognizes stereotypes and generalizations in media portrayals and the conclusions or opinions they may represent**

*Stereotypes, fantasy, ...*

*May say, "Old westerns are funny - the good guys always wore white, and the bad guys always wore black."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Reading Text*
- Oral Communication*
- Thinking Skills*

Specific Outcome 2.3.2

**Understand Forms and Techniques**  
**Techniques and Elements**

Grade 11

Recognize the use of persuasive tools and the results of their use in texts, independently

\*\*Persuasive tools include generating empathy, stereotyping, organizational structure, selection and use of visuals, effect of colour, use of background soundtracks, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

2.3.2 a. **Identifies prejudice, bias, and stereotyping in texts and recognize its negative impact on individuals and society**

*Redesigns posters, ads, or brochures, ...*

*May say, "When all the characters in a t.v. show are skinny and gorgeous, it makes me feel like I do not look the way I should."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Oral Communications*

*Thinking Skills*

2.3.2 b. **Detects use of emotional appeal or persuasive language in speaker's message or manner**

*Connotation and denotation, vocabulary lists, personal dictionaries, ...*

*May say, "The ads for aid to developing countries often use the phrase 'for pennies a day' - what we sometimes throw away can make a big difference for someone else."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Oral Communications*

2.3.2 c. **Recognizes that there can be positive results from "negative texts"**

**E.g. Powerful messages from holocaust stories**

*Discussion groups, ...*

*May say, "'The Diary of Anne Frank' is a really sad story about a terrible time in history, but it is important that we study it. It teaches us about the inner strength of some people, and hopefully also reminds us not to let something like that happen again."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Thinking Skills*

*Continuous Learning*

2.3.2 d. **Describes the effect of the text creator's point of view and use of voice on the interpretation of a text**

*May say, "The song 'Frankie and Johnny' is like a story someone is telling. A lot of country and western songs are stories, but many are told like they actually happened to the person singing the song."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Reading Text*

*Writing*

*Oral Communications*

*Thinking Skills*



Specific Outcome 2.3.3

Grade 11

Understand Forms and Techniques

Vocabulary

Develop expressive vocabulary and understand its influence in texts - in increasingly sophisticated texts

\*\*Expressive vocabulary includes rhythm, tone, connotation of words, dialect, slang, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

2.3.3 a. **Explains how and why a text creator uses expressive vocabulary**

May say, "I got a clear mental picture when the author described Bob as a wrinkled prune!"

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

Oral Communications

Thinking Skills

2.3.3 b. **Uses a variety of strategies for understanding vocabulary in multiple contexts**

May say, "I don't have to look up as many words any more. Partly I have learned to figure out what they mean by looking at how they are used, but I also know more words now. For example, I know that fastidious and finicky mean sort of the same thing as fussy."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

Oral Communications

2.3.3 c. **Explains various uses of language in different places and registers**

May say, "I sometimes use words in my written assignments that I would never use in conversation."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

Reading Text

Document Use

Writing

Oral Communications

Working with Others

Continuous Learning

Specific Outcome 2.3.4

Grade 11

Understand Forms and Techniques

Experiment with Language

Explain creative uses of language, visuals, and sounds to enhance meaning, purpose, and content in texts

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

2.3.4 a. *Explains how word choice and word combinations influence interpretation of texts*

*Substitution of words, ...*

*May say, "Because the writer used the scientific names for the plants, I knew that the article wasn't going to be something that I wanted to read."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Reading Text*

*Document Use*

*Oral Communications*

*Thinking Skills*

2.3.4 b. *Explains effect of choice and placement of images on interpretation of texts*

*May say, "I really like the picture I found of New York at night, but I shouldn't have used it as the background for all my slides because it made the print too hard to read. I should have just used it on the title slide."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Reading Text*

*Document Use*

*Oral Communications*

*Thinking Skills*

2.3.4 c. *Explains effect elements such as tone, volume, and inflection on interpretation of text*

*May say, "We did a neat activity by saying 'I miss you' three different ways, emphasizing a different word each time. The difference is subtle, but it could make a difference in what the other character says back."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Oral Communications*

*Thinking Skills*

**Specific Outcome 3.1.1**

**Grade 11**

**Plan and Focus**  
**Use Personal Knowledge**

Summarize and focus personal knowledge to determine information needs

**General Example(s)**

• conversations, guided discussions, discussion webs, reflection journals, sharing circles, "Think-Pair-Share" (TPS), organizational frames, "Know-Want-to-Know-What-I-Learned" (KWL), current event charts, science observations, data interpretations, graphs, inquiry notebooks, learning logs, outlines, Mind Maps, ...

**Learning Outcomes & Corresponding Illustrative Example(s)**

**By the end of Grade 11 the student ...**

**3.1.1 a. Examines personal knowledge to identify possible topics for research guided by others**

*Guided discussions, "Think-Pair-Share" (TPS), organizational frames, ...*

*May say, "I decided to research the discovery of insulin because my grandmother is diabetic."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Oral Communications*

*Thinking Skills*

*Working with Others*

**3.1.1 b. Examines and categorizes personal knowledge on a research topic independently**

*Graphic organizers (conceptual, hierarchical, sequential, or cyclical) "Know-Want-to-Know-What-I-Learned" (KWL), Mind Maps, information frames, ...*

*See Organize Information (S.O. 3.3.1)*

*May say, "These ideas all go together."; or, "This whole section is about ..."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Document Use*

*Thinking Skills*

**3.1.1 c. Uses self-questioning techniques to identify knowledge gaps with guidance**

*Learning logs, inquiry notebooks, experiment results, ...*

*May say, "What do my science experiment results show?" "I wonder why/how..." "Why do I get different results from the same experiment?" "What does this tell me?" "Are my categories specific enough? Do I even have the right categories?"*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Document Use*

*Writing*

*Thinking Skills*

*Continuous Learning*

Specific Outcome 3.1.2

Grade 11

<p><b>Plan and Focus</b></p> <p><b>Ask Questions</b></p>
--

Create increasingly specific questions to address more delineated information gaps with guidance

**General Example(s)**

• conversations, brainstorming, guided questions, "Think Alouds", peer and/or teacher conferences, question boxes, exit slips, "Who-What-When-Where-Why" (5W's), "Who-What-When-Where-Why-How" (5W's + H), journals, learning logs, "I Wonder..." charts, "I Learned...", T-Charts, Y-Charts, "Know-Want-to-Know-What-I-Learned" (KWL), graphic organizers, inquiry notebooks, Survey-Question-Read (SQ3-R), "Know - Want to Know - How I will learn it - What I Learned - How I will Apply - What Questions am I left with?" (KWHLAQ) question cubes, fishbone diagrams, Venn diagrams, Frayer Models, concept webs, outlines, ...

**Learning Outcomes & Corresponding Illustrative Example(s)**

**By the end of Grade 11 the student ...**

3.1.2 a. **Asks knowledge-level questions relevant to information gaps to guide the inquiry, independently**

*"Who-What-When-Where-Why-How" (5 W's + H), ...*

*May say, "I need to make notes about the important events in Akaitcho's life."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:  
Thinking Skills*

3.1.2 b. **Asks open-ended questions to make connections between facts**

*Conversations, "Know - Want to Know - How I will learn it - What I Learned - How I will Apply - What Questions am I left with?" (KWHLAQ), fishbone diagrams, "Cause & Effect", flowcharts, "If/Then...", ...*

*May say, "How did the two old women do so much better on their own than the whole tribe did?"*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:  
Thinking Skills*

**General Outcome**

Manage ideas and information

**DRA**

**Specific Outcome 3.1.3**

**Grade 11**

**Plan and Focus**  
**Participate in Group Inquiry**

Work cooperatively to share information and focus inquiry needs

**Learning Outcomes & Corresponding Illustrative Example(s)**

**By the end of Grade 11 the student ...**

**3.1.3 a. *Contributes to a brainstorming session to select topic for group inquiry***

*Career searching, interviewing, community government, ...*

*May say, "We could find out different things about science careers, like what education is needed, how much you'd earn - thing that."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Writing*

*Oral Communications*

*Thinking Skills*

*Working with Others*

**3.1.3 b. *Contributes questions, observations, comments, and ideas to focus topic for group inquiry***

*"Know-Want-to-Know-What-I-Learned" (KWL), "Who-What-When-Where-Why-How" (5 W's + H), ...*

*May say, "I made a list of possible picture ideas to go with our topic."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Document Use*

*Oral Communications*

*Thinking Skills*

*Working with Others*

## Specific Outcome 3.1.4

## Grade 11

## Plan and Focus

## Create and Follow a Plan

Create a plan to conduct inquiry

\*\*Level of detail and depth of inquiry will increase with grade level.

## General Example(s)

• questions, books (narrative text, expository texts), environmental print, excerpts, t.v., libraries, experiments, field trips, recipes, word problems, reflections, journals, exit slips, internet, audio tapes/CDs/MP3s, ...

## Learning Outcomes &amp; Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

3.1.4 a. *Identifies purpose and audience with support*

May say, "The sentences I used in the children's book I wrote were too long. They should be shorter like the one's in the Robert Munsch books we read."

Through the effective teaching of this outcome, the following Essential Skills may be developed:  
Thinking Skills

3.1.4 b. *Prepares a plan and timeline for inquiry, with support*

Inquiry notebooks, "I Wonder..." Charts, "Who-What-When-Where-Why-How" (5 W's + H), Inquiry process, Big Six, I-Search Planner, "Know-Want-to-Know-What-I-Learned" (KWL), scientific method, webs, inquiry charts, outlines, day-timers, student agenda/planners, ...

Parameters of inquiry: purpose of inquiry, depth of the investigation, how collected information will be shared, amount of work required to create the finished presentation, ...

May say, "I used the timeline form to organize the important events."

Through the effective teaching of this outcome, the following Essential Skills may be developed:  
Document Use  
Thinking Skills

3.1.4 c. *Sets and accepts responsibilities for following the plan of inquiry, when working in groups*

May say, "I'm going to convert the data from our report into a graph."

Through the effective teaching of this outcome, the following Essential Skills may be developed:  
Working with Others

Specific Outcome 3.2.1

Grade 11

Select and Process

Identify Personal and Peer Knowledge

Expand repertoire of sources to address information gaps in personal and peer knowledge related to inquiry

General Example(s)

- people, home, peers, teachers, librarians, story tellers, experts (trappers, elders, ...), community, objects, artifacts, natural habitats, the land, maps, charts, graphs, signs, books (narrative texts, expository texts), photographs, illustrations, videos, t.v., audio tapes/CDs/MP3s, field trips, newspapers, magazines, internet, interviews, various multimedia, songs, folk tales, plays /scripts, series by the same writer, diaries, ...
- primary (experiential) and secondary sources (text based: narrative, expository, creative)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

- 3.2.1 a. *Accesses, records and appraises personal and peer knowledge and understanding of a topic to establish an information base for inquiry*

*Conversations, brainstorming, "Think-Pair-Share" (TPS), illustrations, "Draw & Discuss", "Sketch & Share", sharing circles, reading circles, sharing and comparing, dramatizations, reports, show and tell, "Who-What-When-Where-Why" (5 W's), graph organizers, ...*

*May say, "By sorting out what I know and what others tell me, it gives me ideas about what I need to look up."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Reading Text*
- Document Use*
- Writing*
- Thinking Skills*
- Oral Communications*
- Working with Others*

- 3.2.1 b. *Identifies additional potential relevant sources of information (such as bulletin boards, art, music, skilled community people, at tapes/CDs/MP3s, Internet) as required independently*

*Guest presenters (elders from the community, storytellers, ...), experts and speakers, field trips and excursions, natural habitats firsthand experiences (drum dances, drama presentations, performances, ...), newspapers, information text, audio tapes/CDs/M almanacs, encyclopedias, text books, atlases, classroom displays and interest centers, class/school or community libraries, slid shows, movies, songs, videos, internet, art work, sculptures, prints, ...*

*May say, "I could look for information on the internet, in the library, or in the newspaper."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Reading Text*
- Document Use*
- Oral Communications*

Specific Outcome 3.2.2

Grade 11

Select and Process

Evaluate Sources

Develop personally relevant methods to evaluate the usefulness and value of sources

General Example(s)

- learning logs, inquiry notebooks, reflection, self-questioning, rereading, "Five Finger Rule", assessing with Rubric, previewing, inquiry, Y-Charts, "Who-What-When-Where-Why-How" (5 W's + H), "Trash-Treasure-Save" (TTS), ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

3.2.2 a. **Develops criteria for evaluating sources, with guidance**

*May say, "I think this internet site is unreliable because it only has one point of view."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Thinking Skills  
Document use*

3.2.2 b. **Compares sources to evaluate their reliability**

*Background of author, or organization*

*May say, "This internet site is reliable because the information on it matches what is in the text book. I can probably count on the other information being correct, too."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Thinking Skills  
Computer Use*



**Specific Outcome 3.2.3**

**Grade 11**

**Select and Process**

**Access Information**

Access information from oral, printed, visual, and multimedia resources using a variety of methods, with support

**General Example(s)**

- primary sources (experiential) or secondary sources (text base narrative, expository, creative, persuasive)

**Learning Outcomes & Corresponding Illustrative Example(s)**

**By the end of Grade 11 the student ...**

**3.2.3 a. *Accesses a variety of oral, printed, visual and other multimedia resources, with support***

*Textbooks, books, encyclopedias, graphs, diagrams, posters, pictures, films, databases, audio tapes/CDs/MP3s, the internet, ...*

*May say, "I used my sub-topic headings as keywords for my internet search."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Reading Text*

*Document Use*

*Oral Communications*

*Computer Use*

**3.2.3 b. *Uses references to access information, with support***

*Uses advanced search in search engines*

*May say, "I could use the key word 'habitat' in my search."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Reading Text*

*Document Use*

*Computer Use*

**3.2.3 c. *Uses textual cues to access information in both printed and other types of media texts, with***

*Headings, titles, captions, body language, culturally appropriate eye contact, facial expressions and gestures, photographs, illustrations, illustrated directions, films, videos, picture books, picture files, icons, colour-coded words, font, letter size, objects artifacts, internet sites, videos, television, audio tapes/CDs/MP3s, observations, charts, graphic organizers, opening shots to videos/DVDs, diagrams, pop-ups, insets, pull down menus, hypertext links, scene changes, graphics, pacing, close-ups, zooms, lighting, camera angle, captions, staging, sidebars, shaded areas, margin notes, sounds, music, words, noises, interviews, television, videos, volume, rhythm, repetition, emphasis, pacing, pings, tone, sound effects, voice overs, pauses, intonations, ...*

*May say, "This article might be useful because it has the word 'habitat' in the headline."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Reading Text*

*Document Use*

*Computer Use*

Specific Outcome 3.2.4

Grade 11

Select and Process  
Make Sense of Information

Use a variety of tools and strategies to understand information with support

General Example(s)

- strategies: conversations, observations, conclusions, Group Mapping Activities, "Pause & Predict", "Before-During-After" (BDA), Response Journal, "Look-Think-Predict", "Question/Answer Relationships" (QARs), ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

3.2.4 a. Follows multiple directions (oral, written and graphic and including electronic technologies)

On-line help manuals, assembly directions, ...

May say, "We followed the directions to put our mom's new desk together so she can work on her business degree coursework. We assembled the frame first, and then put together the drawers for the bottom part."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Reading Text
- Document Use
- Oral Communications
- Computer Use

3.2.4 b. Uses knowledge of organizational patterns and strategies to decode information or make sense of information, independently

Chapter headings, first and last paragraphs, first and last sentences, main ideas, bold print, italics, subheadings and captions, indices, table of contents, bibliographies, captions, schedules, summaries, prefaces, key words, dates, names, numbers, places, phrases, signal and transition words and phrases (in text, time), organizational pattern words (comparisons, contrasts, cause and effect), indices, definition, table of contents, bibliographies, captions, schedules, summaries, prefaces, math problems, precises, charts, graphs, tables, ...

May say, "I skimmed through the chapter to find the information I needed. I kept an eye out for words in bold, or words like 'habitat' and 'environment'."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Reading Text
- Document Use
- Thinking Skills
- Continuous Learning

3.2.4 c. Recognizes text structures using appropriate graphic organizers, independently

Cause & Effect, Pros & Cons, "Plus-Minus-Interesting" (PMI), story boards, Venn diagrams, ...

May say, "I could use a cluster chart to organize the information for this assignment."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Reading Text
- Document Use
- Thinking Skills

---

**General Outcome**

Manage ideas and information

**DRA**

---

3.2.4 d. ***Identifies new directions of inquiry that develop from new understanding***

*"Before-During-After" (BDA), close activities, retelling/restating, "Pause & Predict", ...*

*May say, "I used the help functions to figure out how to post a picture in the Wiki for our project."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:  
Thinking Skills*

Specific Outcome 3.3.1

**Organize, Record, and Evaluate**

Grade 11

**Organize Information**

Organize information effectively for specific purposes using an appropriate tool

\*\*Examples: to inform, entertain, or persuade.

**General Example(s)**

- strategies: brainstorming, discussing, conferencing, interviewing, retelling/recalling, sorting, categorizing, journaling, comparing and contrasting, connecting/linking, organizing, planning, charting, self-assessing, visualizing, describing, sequencing, questioning, mapping, webbing, clustering, patterning, graphing, organizing, inquiring, observing, predicting, learning logs, summarizing, interpreting, reflecting, note making, comprehending, classifying, ranking, focussing, concluding, assessing, evaluating, problem solving, hypothesizing, analyzing, surveying, inferring, synthesizing, ...

**Learning Outcomes & Corresponding Illustrative Example(s)**

By the end of Grade 11 the student ...

3.3.1 a. *Selects from a pre-established set of graphic organizers to appropriate to purpose*

*Note: Guided practice may be required for newly introduced graphic organizers; individual or group independence may be expected with familiar ones*

*Graphic organizers: journals, lists, pictographs, picture maps, T-Charts, webs, graphs, "Same & Different" charts, sequence maps, character maps, charts/comparison charts, Mind Maps and clusters, "Know-Want-to-Know-What-I-Learned" (KWL), "Who-What-When-Where-Why-How" (5 W's + H), "Before-During-After" (BDA), "Think Alouds", bar graphs, timelines, Venn diagrams, chains, cycles, sequence circles, learning logs/reflection logs, concept frames, flow charts, story maps, plot diagrams, word maps, pyramids, "Know - Want to Know - How I will learn it - What I Learned - How I will Apply - What Questions am I left with?" (KWHLAQ), "Know-Want-to-Know-Predict-Learned" (KWPL), prediction frames, Slim Jims, Process Notes, "Plus-Minus-Interesting" (PMI), Jot charts, outlines, information comic strips, paragraphs, bibliographies, information flip books, sequential map, "Sketch-a-Sequence" frames, "Cause & Effect" charts, self-check tools, rubrics, Y-Charts, chapter maps, anticipation guides, Dancing boxes, continuums, fishbone diagrams, matrix, spread sheets, Decision Making Graphic Organizers, Problem Solving Graphic Organizers, Experimental Graphic Organizer, Herringbone frame, I-Search, hierarchical maps, ...*

*May say, "I'm going to use a cluster web to organize my notes into topics."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*  
*Document Use*

3.3.1 b. *Organizes oral, written, or visual information into a variety of written and graphic formats, with support*

*May say, "We used the Herringbone frame to look at the causes of cultural change in our Territory."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*  
*Document Use*  
*Writing*  
*Oral Communications*

3.3.1 c. *Explains choice of graphic organizers*

*May say, "A flowchart is a good tool for planning a story because it shows things in order."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*  
*Oral Communications*  
*Thinking Skills*

Specific Outcome 3.3.2

Grade 11

Organize, Record, and Evaluate

Record Information

Combine information from a variety of sources and maintain more sophisticated records of sources

**General Example(s)**  
 • publication information

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

3.3.2 a. **Selects appropriate and personally meaningful methods of recording and organizing information**

*Graphic organizers, blank pages, note cards, résumés, web pages, brochures, collages, posters, Power Point presentations, ...*

*May say, "I don't always use the same graphic organizer. Sometimes a web is good, but when I'm comparing things, a Venn diagram is better."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Document Use*
- Writing*
- Thinking Skills*
- Continuous Learning*

3.3.2 b. **Makes notes in point form, summarizing major ideas and supporting details**

*Identifying key ideas, deleting unimportant and/or repeated information, recording supporting ideas/examples, questioning contradictory information, ...*

*Note making strategies: Magnet summaries, webbing, mapping, coding, charting, paraphrasing, outlining, highlighting, summarizing, clustering, synthesizing, skimming, scanning, ...*

*Graphic organizers: webs, Slim Jims, Process Notes, "Plus-Minus-Interesting" (PMI), Jot charts, outlines, information comic s mnemonic devices, rebuses, "Two-Column" notes, Matrixes, clusters, concept/thinking maps, Mind Maps, fishbone diagrams, summaries, the Cornell Method, herringbone, structured notes, cheat sheets, ...*

*May say, "It helped when I thought of two or three word phrases to divide my topic into, and then organize my notes."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Document Use*
- Writing*
- Thinking Skills*

3.3.2 c. **Locates and completes forms - on paper and online**

*Social Insurance Number (SIN) form using the template on the Human Resources Development Canada (HRDC) website, bank account applications, incident reports, job applications, repair requests, cheques, license applications, passport applications, Résumé Wizard, ...*

*May say, "There are a lot of online services that you have to sign up for to be able to use. What you're really doing is finding the right form and filling it out online instead of on paper."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Document Use*
- Writing*
- Computer Use*
- Continuous Learning*

3.3.2 d. ***Maintains a reference list of sources, determining information required for a bibliography***

*Author, title, publication information, ...*

*May say, "Well, how do we write a bibliography if our information is from the internet and we can't find the author or the date?"*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Document Use*

*Writing*

*Computer Use*

## Specific Outcome 3.3.3

## Grade 11

## Organize, Record, and Evaluate

## Evaluate Information

Incorporate new information into prior knowledge as appropriate

## Learning Outcomes &amp; Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

3.3.3 a. *Develops criteria for evaluating information*

**Note: In groups or with a partner**

*Conversations, brainstorming sessions, "Think Alouds", webs, sharing circles, conferences, "Think-Pair-Share" (TPS), prompt questions, "Compare & Contrast", interviews, "Who-What-When-Where-Why" (5 W's), "I Wonder ..." charts, "Did you know..." "Before-During-After", "Then & Now", "Know-Want-to-Know-What-I-Learned" (KWL), response journals, learning logs, poste outlines, Pyramid, ...*

*May say, "For my project on the cost of a trip to Calgary, I need accurate and up-to-date prices for hotels and activities. Their websites are probably the best place to get that."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*  
*Thinking Skills*

3.3.3 b. *Assesses if information gathered is accurate, complete, and current using using criteria developed*

*May say, "The pamphlet from the health center is a better source of information about swine flu than the blog that I looked at. Both blogs may have statistics in them, they are still mainly someone's opinion."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*  
*Reading Text*  
*Document Use*  
*Oral Communications*  
*Thinking Skills*

3.3.3 c. *Works with others to evaluate new information and prior knowledge relevant to inquiry*

*May say, "My partner and I matched up what we put in the "L" column of the KWL sheet with what we already knew. There were some facts that were interesting, but they just didn't fit into the outline we had planned."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*  
*Reading Text*  
*Document Use*  
*Oral Communications*  
*Thinking Skills*  
*Working with Others*  
*Computer Use*

3.3.3 d. *Addresses information gaps, with guidance*

*May say, "When we peer edit our reports, I like it when my partner asks questions about what I have written because that helps to figure out where I have to add more detail."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*  
*Thinking Skills*  
*Working with Others*

**3.3.3 e. Uses multiple sources to confirm validity of information**

*May say, "Two different websites had two different dates for the opening of the West Edmonton Mall. But the Canadian Encyclopedia agreed with one, and then I was able to find the City of Edmonton website that confirmed that same date."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Reading Text*

*Document Use*

*Thinking Skills*

*Computer Use*



Specific Outcome 3.3.4

Grade 11

**Organize, Record, and Evaluate**  
**Develop New Understanding**

Recognize that the development of new understandings is an ongoing process

**General Example(s)**

• conversations, sharing circles, happy faces, expository talk, "I Pair-Share" (TPS), checklists, learning logs, journals, guided reflection, T-Charts, Y-Charts, process journals, self-evaluation tools, sentence frames or prompts, ...

**Learning Outcomes & Corresponding Illustrative Example(s)**

**By the end of Grade 11 the student ...**

3.3.4 a. ***Incorporates new information and adjust to accommodate changing perspectives***

***E.g. Substantiates/selects/justifies***

*May say, "I thought I knew about cars, but after doing some activities on the internet and reading the consumer magazine, I realize that I need to consider reliability and customer service by the dealer as well as appearance, fuel efficiency, and the other things I felt were important."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:  
Thinking Skills*

3.3.4 b. ***Explains conclusions arrived at from new understandings***

*May say, "After researching how roads are built, I knew that the pavement keeps breaking up because there was too much clay in the gravel. It holds water and then freezes and expands in the winter. That makes the pavement crack."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:  
Writing  
Oral Communications  
Thinking Skills  
Working with Others*

3.3.4 c. ***Revises personal view as a result of new understandings***

*May say, "After the coroner talked to us and showed us the pictures, I could see why it was important to wear a seat belt, even when you're going slow."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:  
Thinking Skills*

3.3.4 d. ***Identifies questions for further inquiry resulting from new ideas and information, independently***

*May say, "After I found out that Nellie McClung had been a teacher and a novelist, I decided to change my topic to looking at how she worked to advance women's rights instead of the changes that her efforts resulted in."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:  
Thinking Skills  
Continuous Learning*

Specific Outcome 4.1.1

Grade 11

Generate and Focus  
Generate Ideas

Use a variety of forms to generate and focus ideas on a topic

\*\*Writing process stages include: drafting, writing, revising, editing, and publishing.

General Example(s)

- idea generating strategies may include: brainstorming, discussing, retelling/recalling, journaling, comparing and contrasting, connecting/linking, planning, visualizing, painting, sculpting, dancing, singing, illustrating, writing, exploring, questioning, viewing, graphing, conferencing, describing, sequencing, questioning, mapping, webbing, clustering, interviewing, inquiring, observing, predicting, interviewing, organizing, learning logs, summarizing, interpreting, reflecting, note making, comprehending, classifying, ranking, focussing, concluding, mind mapping, assessing, evaluating, problem solving, hypothesizing, analyzing, surveying, inferring, synthesizing, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

4.1.1 a. **Recognizes that writing and representing are processes of constructing meaning**

*Conversations, sharing circles, centres, book talks, models, improvisations, ...*

*May say, "Building the model of the house really helped me to understand about bearing walls."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Document Use*
- Writing*
- Thinking Skills*

4.1.1 b. **Uses a variety of graphic and written tools that manipulate the elements of art and the principles of design to plan for representing and writing, with guidance**

**E.g. Alternate versions of a plan**

*Thumbnail sketches, mockups, graphic organizers, journals, notes, photographs, flowcharts, storyboards, ...*

*May say, "By making a storyboard first, I realized that there was important information that I had to include near the beginning for the end of my video to make sense."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Document Use*

Specific Outcome 4.1.2

Grade 11

**Generate and Focus**  
**Prepare to Create Texts**

Consider alternative text forms and select the most appropriate for a specific audience and purpose

**\*\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does not simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.**

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

4.1.2 a. **Determines characteristics of audience for text creation and consider alternatives for meeting them, with guidance**

*May say, "I don't know if I should do a speech or a PowerPoint for my Social Studies project. If I do a PowerPoint I can include a map to show everyone the place I'm talking about."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Thinking Skills*

*Working with Others*

4.1.2 b. **Determines purpose for text creation and consider alternatives for meeting them, with guidance**

*May say, "I could make a list of the characteristic of the main character, or I could organize them in a cluster chart."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Thinking Skills*

4.1.2 c. **Experiments with various forms of oral, written and multimedia text creation**

*May say, "If I use music in the background, when I read my poem it almost sounds like a song."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Document Use*

*Writing*

*Oral Communications*

Specific Outcome 4.1.3

Grade 11

Generate and Focus  
Create Original Texts

Create original texts (oral, print and other media)

\*\*Guided practice may be required for newly introduced text forms; individual or group independence may be expected with familiar ones.

\*\*Reading and writing processes overlap and differ. Reading and writing are sufficiently different to defeat the assumption that they are mirror images: the reader does **not** simply reenact the author's process. Still, the parallels in the reading and writing processes are closely linked and the teaching of one can affect the student's operations in the other.

\*\*Writing process stages include: drafting, writing, revising, editing, and publishing.

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

4.1.3 a. **Organizes and sequences relevant ideas appropriately for the chosen formats, with supports**

May say, "I used a timeline to arrange the major battles of World War II in chronological order."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Document Use
- Writing
- Oral Communications
- Thinking Skills
- Computer Skills
- Computer Skills

4.1.3 b. **Practises effective beginnings and conclusions in oral, printed, and other types of media texts**

**Note: Instructional strategies could include mini-lessons on effective opening sentences**

May say, "I like to put a title slide at the beginning of my PowerPoint and one that says 'The End' at the end. Other students have sometimes put 'Thank you' at the end."

Through the effective teaching of this outcome, the following Essential Skills may be developed:

- Writing
- Oral Communications

---

**4.1.3 c. Creates original texts to communicate and demonstrate understanding of forms and techniques with supports**

*PowerPoint presentations, Web pages, posters, poems, stories, news articles, brochures, pictures, illustrations, sculptures, dance video representations, audio representations, oral tellings, dramatizations, improvisations, picture storybooks, journals, fairy tales, stories, comic strips or cartoon strips, folk tales, scripts, tableaux, traditional stories, autobiographies/memoirs, sequels or serialized stories, chapter books, pictures, illustrations, props, charts, pictographs, instructions/directions, games, maps, recipe lists, signs, telephone book entries, learning logs, calendars, dictionaries, thank you notes, invitations, cards, letters (to family, friends, ...), book reports (retellings, sketches, cartoons, puppet plays, role plays, conversations, sculptures, ...), descriptions, graphs, diagrams, dictionaries, posters, reports, science experiments, nonfiction books, advertisements, letters (to characters, to familiar people - people in the school and around the community), envelopes, summaries, commercials, cookbooks, itineraries, schedules, agendas, television guides, research projects/reports, summaries, book jackets, classified ads, brochures or travel guides, newsletters, surveys, interviews, questionnaires, timelines, magazine/newspaper articles, news and weather reports, speeches, biographies, study notes, poems, songs, ...*

*May say, "We did a poster to advertise when we were going to present our PowerPoint slide show on our trip to Mexico."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Document Use*

*Writing*

*Oral Communications*

Specific Outcome 4.2.1

Grade 11

**Enhance and Improve  
Appraise Own and Others' Work**

Engage in independent conversation and reflection about own and others' work

\*\*representing and writing process stages include: drafting, text creation, revising, editing, and publishing.

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

- 4.2.1 a. **Reflects on own and others' work-in-progress and final products in various ways and begins to self-select appropriate means of providing feedback**

*Peer editing, sharing circles, bulletin boards (including electronic), whole group discussions, mini-lessons, small group work, "Think-Pair-Share" (TPS), ...*

*May say, "I like using a plus-minus-interesting form to critique others' work."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Document Use*

*Writing*

*Oral Communications*

*Working with Others*

- 4.2.1 b. **Identifies, with some independence, personal strengths and needs as a text creator**

*May say, "A lot of people say that I pick great colours for my poster, but that I could do a better job of organizing where I put the words and pictures."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Thinking Skills*

*Working with Others*

*Continuous Learning*

- 4.2.1 c. **Independently and collaboratively, sets personal goals for text creation**

*May say, "For our class project, I want to work with a group and write a short play. I also want to give a copy of the play to my drama teacher and see if we could act it out for a school performance."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Thinking Skills*

*Working with Others*

*Continuous Learning*

Specific Outcome 4.2.2

Grade 11

Enhance and Improve  
Revise Content

Revise content of creations based on personal reflection and feedback from others

\*\*Guided practice (optimal learning model) may be required for newly introduced revision strategies and concepts.

\*\*Content encompasses **detail, information, topic, audience and purpose.**

General Example(s)

• revision strategies include: "Adding, Rearranging, Removing, Replacing" (ARRR), "Read-Around-the-Group" (RAG), "Add, Remove, Move Around, Substitute" (ARMS), "Read it Aloud", "Read, Reread & Self-Correct", "Support it with Detail", "Hear the Voice", proof-reading, ...

• representing and writing process stages include: drafting, text creation, revising, editing, and publishing

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

4.2.2 a. *Reflects upon creation of own oral, printed, and other types of media text, with supports*

*Note: Reflection may not be in writing, it may be through conversation*

*E.g. Adding, rearranging, or deleting ideas, based on personal reflections and peer feedback*

*Reflection tools, exit slips, sidebar notes, ...*

*See Appraise Own and Others' Work (S.O. 4.2.1)*

*May say, "Filling in the prompts on our assignment reflection sheets helped me to see what I liked best about my work and what I needed to work more on."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Document Use*
- Writing*
- Oral Communications*
- Thinking Skills*
- Working with Others*

4.2.2 b. *Clarifies content by adding appropriate information*

*Adding supporting details, explaining, using information from multiple sources, visuals, graphs, charts, sound effects, metaphors, analogies, adding details from alternate sources, adjusting sequence or organization, deleting some details, deleting some information, incorporating one or two supporting details (from one source, or from multiple sources), ...*

*May say, "I made the presentation better by including figures on how much less we would pollute by turning our heat down two degrees in the winter."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Document Use*
- Writing*
- Oral Communications*
- Thinking Skills*

---

**General Outcome**

Enhance the clarity and artistry of communication through a process

**DRAFT**

**Specific Outcome 4.2.3****Grade 11**

**Enhance and Improve**  
**Enhance Clarity**

Use organization techniques and technological tools to enhance clarity

\*\*Representing and writing process stages include: drafting, text creation, revising, editing, and publishing.

\*\*Access to computers is essential for these learning outcomes.

**Learning Outcomes & Corresponding Illustrative Example(s)**

**By the end of Grade 11 the student ...**

4.2.3 a. *Uses organizational structure and tools to enhance clarity*

*Chronological, general to specific, topical, headings, indents, ...*

*May say, "When I described the steps in setting a net, I used words like 'first', 'next' and 'finally' to help establish the order."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Document Use*

*Writing*

*Oral Communications*

*Thinking Skills*



---

**4.2.3 b. *Selects electronic functions to enhance the coherence and impact of texts***

*Note: Access to computers is essential for this learning outcome*

- uses letter/numbers keys and space bar*
- uses paint tools*
- uses drawing tools*
- uses directional arrow keys*
- uses the mouse to point, click, and drag*
- opens, enters text, saves, closes, and print files*
- spaces sentences and spaces consistently*
- highlights text*
- backspaces/deletes text*
- capitalizes*
- uses spell check*
- cuts and pastes*
- varies fonts and font size*
- uses templates*
- uses formatting tools (tab, margins, ...)*
- develops accuracy*
- increases speed*
- uses titles and headers*
- incorporates graphics*
- uses borders*
- shades appropriately*
- uses style for emphasis*

*May say, "In my pamphlet on businesses in town, I put the address and hours for each one on a different coloured font so that it stood out."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Document Use  
Writing  
Computer Use*

**4.2.3 c. *Explores effect of visual and audio aids into creation to enhance clarity***

*Uses text wrap to place visuals, embeds a soundtrack in a PowerPoint presentation, ...*

*May say, "In my presentation on the founding members of the United Nations, I played the national anthem of the member country in the background while I told a bit about each one."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Document Use  
Writing  
Oral Communications  
Computer Use*

---

**General Outcome**

Enhance the clarity and artistry of communication through a process

**DRAFT**

**Specific Outcome 4.2.4****Grade 11****Enhance and Improve  
Attend to Conventions**

Uses an editing process to ensure correctness

\*\*The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.

\*\*Language acquisition and growth in meaningful contexts is natural and more effective than through isolated exercises, such as worksheets.

\*\*Representing and writing process stages include: drafting, text creation, revising, editing, and publishing.

\*\*Writing process stages include: drafting, writing, revising, editing, and publishing.

**General Example(s)**

• editing strategies include: self-editing, peer-editing, "Read it Aloud", "Read, Reread & Self-Correct", reading backwards (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, ...), editing checklists, using a dictionary, using a grade appropriate handbook, proof-reading, personalized proof-reading (searching for errors you typically make), reading for trouble (read for errors, read for understanding, read for common errors), start with sentences - consider words - check for spelling/grammar/punctuation, ...

**Learning Outcomes & Corresponding Illustrative Example(s)**

**By the end of Grade 11 the student ...**

---

**4.2.4 a. Applies terminology for parts of speech in editing process**

*Note: the intent of this learning outcome is to talk about the parts of speech, not necessarily to know them all by name*

*Note: Dictionaries usually label the part of speech for each word, it is not always that simple. In English the part of speech is not clearly identifiable: words have a habit of being used in various ways (i.e. shade can be a noun, a verb, or an adjective). Rather than thinking of parts of speech as properties of specific words, it is better to think of them as functions within a sentence; these functions can be played by single words or groups of words*

*Some examples may include:*

- **nouns**
- **verbs**
- **adjectives (includes determiners or articles)**
- **adverbs**
- **conjunctions**
- **pronouns**
- **prepositions**
- **interjections**

*Uses an editing process with guidance to:*

- check for completeness of an idea within a sentence (fragments)
- combine short sentences (conjunctions include: and, but, because, or, so, ...)
- check for beginning, middle, and end of personal text
- check for appropriate use of types of sentences (declarative, interrogative, exclamatory, imperative)
- check for appropriate prepositions (prepositions include: on, under, in, over, beside, between, near, after, by, ...)
- eliminate run-on sentences
- check for appropriate noun-pronoun agreement

*May say, "I could make my description of the cabin more interesting if I used some adjectives, for example, I could say, the 'weathered' logs."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Reading Text  
Writing  
Thinking Skills*

**4.2.4 b. Use editing process with guidance to ensure correctness of sentence structure and provide variety of sentence structures within to enhance presentation for audience**

*E.g. Combines sentences to form compound and complex sentences, for variety, interest, and effectiveness of communication*

*E.g. Proofreads and edits, with assistance, for subject-verb agreement in sentences (e.g. singular and plural agreement, collective nouns with verbs)*

*E.g. Proofreads to ensure that sentences within a paragraph are complete, interesting, and connected to each other (e.g. transit words and phrases)*

**Definitions:**

- 1. Compound sentence - has two independent clauses and balances the ideas in one sentence against the other**
- 2. Complex sentence - contains one main clause and one or more dependent clauses**
- 3. Compound-complex sentence has two or more independent clauses and one or more dependent clauses**

*May say, "I like the way my sentences fit together now. My writing doesn't seem choppy, but has a more thoughtful feel to it."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Writing  
Thinking Skills*

---

**4.2.4 c. Applies knowledge of spelling and uses resources to ensure correctness independently**

*E.g. Uses a variety of strategies to facilitate conventional spelling*

*Note: Taking risks and attempting unknown spellings by relating sounds of unknown words to known words and spellings using phonetic patterns and generalizations, using basic spelling rules, consulting resources such as dictionaries*

*Note: Explicit instruction in the context of meaningful writing is the recommended practice rather than isolated exercises in spelling*

*Note: Speaking vocabulary is ahead of the knowledge of conventional spelling. It is important to accept spelling approximations during the prewriting and writing stages so that words from one's speaking vocabulary be used instead of words that one can spell correctly. Therefore it is necessary to encourage the use of conventional spelling for final drafts and published work*

*Note: Keep in mind Canadian spelling conventions*

*The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process.*

*Spelling strategies may include: Interactive Writing, references (dictionaries, informational texts, atlases, maps, internet), "Give it a Go", "Guess & Check", "Ask Someone", "Words That Sound the Same", visual memory games, "Picture the Word", Different Spellings ("Which one looks right?"), Word in a Word, reading backwards, word relationships (crime/criminal, act/action/activity, ...), exploding words (prefixes and suffixes), Spelling Doozers, "Break it Up" (syllabication), Mnemonic devices, Canadian spelling conventions, "Choose a Different Word", ...*

*References may include: number line, word walls, learning centers, dictionaries, personal dictionaries, informational texts, atlases, maps, spell check function, time lines, charts, graphs, titles, thesaurus, dictionary and thesaurus in computer writing programs, internet, ...*

*May say, "A word that sounds like it starts with an 'f' could also start with 'ph' - like phone."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Document Use*

*Continuous Learning*

---

**4.2.4 d. Uses an editing process to check for accuracy and correctness of punctuation and capitalization with support**

*Note: The "content and ideas" and "organization" play more of a role than the "conventions of writing" or "vocabulary and sentence structure". However in first draft writing situations, the "conventions of writing" are occasionally disregarded altogether because of the nature of the writing process*

*Note: Writing process stages include drafting, writing, revising, editing, and publishing*

*Note: Editing strategies include: self-editing, peer-editing, "Read it Aloud", Read, Reread and Self-Correct, reading backward (sentence by sentence), mnemonic devices (SLURP, COPS, CROPS, ...), editing checklists, using a dictionary, using a grade appropriate handbook, proof reading, personalized proof reading (search for errors you typically make), reading for trouble (reading for errors, reading for understanding, reading for common errors), starting with sentences-consider words-check for spelling-grammar-punctuation, ...*

*Note: Explicit instruction in the context of meaningful writing is the recommended practice rather than isolated exercises.*

*Periods at the end of sentences/after abbreviations, question marks, exclamation marks, quotation marks, commas (in a series, dates, addresses, before quotation marks, after salutations in personal letters, after closings in letters, and to signal subordinate clauses), apostrophes (possessives, contractions), internal punctuation in complex sentences (comma when coordinating conjunction is used to join two independent clauses; semicolon to join two or more independent clauses that are not connected by a coordinating conjunction), capitalization of proper nouns (names, places), the pronoun "I", months of the year, days of the week, holidays (Christmas, Thanksgiving, ...), titles (books, stories, poems, films, magazines, television programs, subtitles, ...), beginnings of sentences, personal titles (Ms., Mr., Mrs., Dr., ...), first word within quotation marks, ...*

*May say, "I compare my sentences to the examples the teacher gave us on where to put commas in our longer sentences."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Writing*

*Thinking Skills*

**4.2.4 e. Uses technology tools for editing effectively with supports**

*Note: Applicable where technology is available; access to computers is essential for this learning outcome*

*Note: Keep in mind Canadian spelling options in computer writing programs*

*E.g. Selecting appropriate choice from options given*

*E.g. Recognizing the screen identifier for questionable spelling, accessing the dictionary and thesaurus*

*May say, "We highlighted the passages that the computer identified as 'passive voice' and then tried to see if there was a better way to write them."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Reading Text*

*Computer Use*

Specific Outcome 4.2.5

Grade 11

Enhance and Improve  
Enhance Artistry

Selects language techniques to enhance artistry of texts

\*\*Representing and writing process stages include: drafting, text creation, revising, editing, and publishing.

General Example(s)

- language techniques to explore in figurative language include:
- similes
- metaphors
- connotation and denotation
- inference

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

4.2.5 a. *Experiments with aspects of language use to enhance meaning for audience*

*Possible purposes include: to tell, to create an image, to communicate an idea, to explain, to direct or guide, to emphasize, to clarify, to set the mood, to persuade, to enhance meaning, to engage, ...*

*Note: Keep in mind audience and purpose when discussing appropriateness of language*

*Note: The distinction between grade levels is the sophistication of vocabulary*

*E.g. Making use of cues such as:*

- adjectives (includes: comparative and superlative)
- adverbs (includes: comparative and superlative)
- similes
- nouns
- verbs
- dialogue
- prepositions (prepositional phrases)
- transitional devices
- conjunctions
- synonyms/connotations
- pronouns

*Vocabulary, figurative language and devices, repetition, sentence structure, ...*

*May say, "I use an online thesaurus to look up interesting adjectives to make my story more colourful."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Writing
- Oral Communications
- Thinking Skills

---

**4.2.5 b. Uses appropriate strategies and devices to enhance the clarity and appeal of text**

**Possible purposes include:** *To tell, to create an image, to communicate an idea, to explain, to direct or guide, to emphasize, to clarify, to set the mood, to persuade, to enhance meaning, to engage, ...*

**Note:** *Keep in mind audience and purpose when discussing appropriateness of language*

**Note:** *The distinction between grade levels is the sophistication of vocabulary*

*Vocabulary, figurative language and devices, repetition, sentence structure, ...*

*May say, "Instead of using the character's name all the time, I could say 'she' or 'my auntie' to reduce repetition."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Document Use*

*Writing*

*Oral Communications*

*Computer Use*

**4.2.5 c. Uses a voice that is individual, expressive, and engaging with an awareness of/respect for, the audience and intended purpose (oral, printed, and other types of media text), with guidance**

**Note:** *Voice is the personality in writing and is evident through: style (grammar and syntax), word choice (descriptions, details, unique expressions, dialogue, strong leads), tone (humorous, serious, angry, sarcastic, objective, credible, ...), topic, theme, organization, point of view, attention to the relationship between the audience and purpose, ...*

**In developing an awareness of voice the writer must ask:**

- 1. How do I speak directly to my audience on an emotional level?**
- 2. How do I experiment with style to match the purpose and intended audience?**
- 3. How do I take risks to reveal myself to my audience?**

**In grade 11, developing an awareness of voice in text typically involves:**

- 1. Writing that is individual, expressive, and engaging**
- 2. Using writing/phrases/expressions that portray the character's personality**
- 3. Taking risks to include personal details that reveal the author**
- 4. Showing strong commitment to the topic**

- communicating feeling with bold lines and colours*
- expressing voice in dictation and taking on characters in improvisations/puppet plays*
- using simple adjectives/adverbs/strong verbs and more specific nouns*
- using a variety of simple sentence patterns/new vocabulary*
- using big letters or underlining to show strong feelings or emphasis*
- choosing and using expressive words or phrases from previously experienced texts*
- adding titles to text and creating tone that reflects feelings/emotions*
- using punctuation to show emphasis (exclamation points and question marks)*
- incorporating dialogue and using some unique expressions*
- choosing specific words to reflect the main characters' feelings and age*
- choosing words to add clarity and detail; using vivid, expressive language*

*May say, "In our skit about Canadians and Americans, I added 'eh' to the end of everything I said to show that I was the Canadian. This also made our skit a bit humorous."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Writing*

*Oral Communications*

*Thinking Skills*

---

**General Outcome**

Enhance the clarity and artistry of communication through a process

**DRAFT**

**Specific Outcome 4.3.1****Grade 11**

**Present and Share**  
**Share Ideas and Information**

Share ideas and information appropriately with a given audience and for a given purpose

\*\*Sharing may be done through oral, printed, visual, or other types of multi-media tools.

**Learning Outcomes & Corresponding Illustrative Example(s)**

**By the end of Grade 11 the student ...**

**4.3.1 a. Uses a variety of learning strategies to share text creations**

*"Survey-Question-Read" (SQ3-R), note-making, Mind Maps, question-response, PowerPoint presentations, collages, models, ...*

*May say, "I decided that a poster was a better way to show what I liked about Calgary than a long essay posted up for the open house night. People would rather have something they could look at quickly than something they'd have to stand and read."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Writing*

*Oral Communications*

*Thinking Skills*

*Working with Others*

*Continuous Learning*



Specific Outcome 4.3.2

Grade 11

**Present and Share**  
**Effective Oral and Visual Communication**

Present information and ideas orally and visually to a particular audience

**General Example(s)**

- presentations occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, ...

\*\*Presentations are not always done orally. When a student chooses print or other media options for presentations, it is recommended that the Learning Outcomes (LOs) be adjusted to fit the context.

**Learning Outcomes & Corresponding Illustrative Example(s)**

**By the end of Grade 11 the student ...**

4.3.2 a. ***Develops strategies or aids to improve communication abilities***

*May say, "I included pictures of different animals paw prints in my report about tracking animals."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Thinking Skills*
- Working with Others*
- Continuous Learning*

4.3.2 b. ***Applies elements of effective oral presentations***

**Note: Form of presentation determines which audience engagement techniques are appropriate**

- *understanding the purpose for the presentation*
- *speaking with a clear voice*
- *facing the audience*
- *making eye contact (culturally appropriate)*
- *using appropriate body language (posture and gestures)*
- *introducing self*
- *using varied supports (props, artifacts, diagrams, illustrations, photographs, overheads, music, sound effects, resources, fact lighting, guests, font, print size, ...)*
- *maintaining topic*
- *using complete sentences*
- *using specific vocabulary (theme/content related)*
- *responding to audience questions*
- *speaking fluently (pacing, phrasing)*
- *varying voice (intonation and expression) appropriately for emphasis, (some situations require conversational voice, some situations or phrases require more/less volume, ...)*
- *following a logical sequence for the topic (based on pre-established plan)*
- *introducing presentation purposefully to capture audience attention (background information, clear topic, issues, relevant anecdotes or jokes, dramatic gestures, ...)*
- *bringing closure to presentation*
- *arranging presentation space to focus audience*
- *displaying enthusiasm for topic*
- *varying facial expressions appropriately*
- *choosing/adapting form of presentation to match audience*

*May say, "When I practice saying my speech several times before I give it, I pick where to pause and how to change the volume my voice. Then I'm not as nervous in front of the audience and remember what I planned to do."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:  
Oral Communications*

---

**General Outcome**

Enhance the clarity and artistry of communication through a process

**DRAFT**

- 
- 4.3.2 c. ***Manipulates elements of art and principles of design in visual texts of increasing sophistication to achieve intended meaning; manipulates graphics and text***

*Layout, colour, image choices, ...*

*May say, "I like my collage on the yellow background because the pictures stand out more. I put a border around the man to show that he was the most important character."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Document Use*

*Computer Use*

Specific Outcome 4.3.3

Grade 11

**Present and Share**  
**Attentive Listening and Viewing**

Actively listen to and view presentations and reflect on their effectiveness

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

4.3.3 a. **Practises strategies for attentive listening and viewing**

*Recognizing main ideas and details, identifying inferences, showing respect for presenter through non-verbal responses, ...*

*May say, "I like having a printout of the PowerPoint slides to follow along and make notes."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:  
Oral Communications*

4.3.3 b. **Discusses the use of symbolism in visual presentation**

*Logos, colour, icons, ...*

*May say, "In the manual for setting up the video system, there were several pictures of how to do it. In each step, the connections that you are supposed to make at that stage are marked in red."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:  
Document Use  
Thinking Skills*

4.3.3 c. **Discusses the use of effects in oral presentations as a listener**

*Soundtracks, visuals, tone and volume, ...*

*May say, "We had trouble deciding what music to play before our presentation. The audience would like country and western, but some quiet instrumental music might set the mood for our topic better."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:  
Oral Communications  
Thinking Skills*

4.3.3 d. **Discusses the effect of subtle clues on the effectiveness of presentations**

*Lighting, background music, temperature, seating arrangements, ...*

*May say, "We couldn't decide whether to leave the lights on or turn them off. Having them off makes the screen easier to see, but then they can't take notes, and some people will talk or sleep if they think you can't see them."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:  
Writing  
Oral Communications  
Thinking Skills  
Working with Others  
Continuous Learning*

Specific Outcome 5.1.1

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

**Cooperate with Others**

Practice a variety of roles within a group to participate meaningfully in group activities and contribute to group success

\*\*Group processes include:

- communication (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback).
- participation (following directions, following procedures).
- decision making (solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree).
- role fulfillment (accepting responsibility).

**General Example(s)**

- examples of roles within a group:
  - chair: leader of the group, controls discussion and participation
  - recorder: takes notes of member comments and contributions, distributes information
  - timekeeper: monitors agreed upon schedules for participation and completion of tasks
  - speaker, presenter or reporter: presents group ideas and decisions to larger group
  - encourager or cheerleader: ensures that all members have opportunity to participate and feel that their contributions are acknowledged and valued
  - participation monitor: keeps track of participation by group members in discussion and task completion, reminds others of the need to participate

**Learning Outcomes & Corresponding Illustrative Example(s)**

By the end of Grade 11 the student ...

5.1.1 a. ***Demonstrates appropriate behaviour within a group***

***E.g. Listening without interrupting, contributing to be heard, disagreeing courteously, accepting conflicting opinions***

*Tone, volume, eye contact or avoidance, gestures, posture, focusing on presentation or speaker, keeping hands to self, attentive facial expression and body language, sitting and/or proximity to the presentation, staying in one place, keeping respectful silence, thinking, giving non-verbal encouragement, asking relevant questions or participating in discussions/activities, showing encouragement and appreciation, disagreeing respectfully, expressing opinions, giving polite feedback, responding to the speaker's gestures, responding to emotional aspects of the presentation, ...*

*May say, "When I have an idea to contribute, I often find it hard to wait for a turn to talk. If I write a note about what I want to say, I am not as afraid of forgetting what I want to say."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Oral Communications*
- Thinking Skills*
- Working with Others*

5.1.1 b. ***Assesses effectiveness of each member in filling his or her role within the group***

*Timekeeping, recording, ...*

*May say, "Bob is a good leader for the discussion because he makes sure that everyone gets a turn."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Oral Communications*
- Thinking Skills*
- Working with Others*
- Continuous Learning*

---

**General Outcome**

Celebrate accomplishments and build community

**DRA**

---

5.1.1 c. ***Negotiates and reaches a consensus within a group***

*Following a problem solving model or issue resolution model*

*May say, "Okay, I don't mind if we add two more pictures to this page, but we really can't add any more to the one before."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Oral Communications*

*Working with Others*

Specific Outcome 5.1.2

Encourage, Support, and Work with Others

Grade 11

Use Language to Show Respect

Apply communication behaviours that contribute to group success

General Example(s)

- tone, volume, eye contact or avoidance, gestures, and posture

\*\*Group processes include:

- communication (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback).
- participation (following directions, following procedures).
- decision making (solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree).
- role fulfillment (accepting responsibility).

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

5.1.2 a. *Uses appropriate verbal and nonverbal strategies with guidance*

*Tone, volume, eye contact or avoidance, gestures, posture, listening without interrupting, contributing to be heard, disagreeing courteously, focusing on presentation or speaker, keeping hands to self, attentive facial expression and body language, sitting and/or proximity to the presentation, staying in one place, keeping respectful silence, thinking, giving non-verbal encouragement, asking relevant questions or participating in discussions/activities, showing encouragement and appreciation, disagreeing respectfully, expressing opinions, giving polite feedback, responding to the speaker's gestures, responding to emotional aspects of the presentation, ...*

*May say, "When someone is speaking to the class, I need to have my earphones out and look at the person who is speaking."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Oral Communications*
- Working with Others*

5.1.2 b. *Applies skills to positively interact with others by considering actions in different settings and audiences*

*Conversations, sharing circles, process journals, self evaluation tools, inquiry self checklists, project reflection activities, self-assessment activities, ...*

*May say, "Kids like colourful and big pictures. When I read to the kindergarten class, I had to remember to show them the inside of the book."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Oral Communications*
- Thinking Skills*
- Working with Others*

Specific Outcome 5.1.3

Grade 11

Encourage, Support, and Work with Others

Evaluate Group Process

Assess the relationship of individual behaviour to group success

\*\*Group processes include:

- communication (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback).
- participation (following directions, following procedures).
- decision making (solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree).
- role fulfillment (accepting responsibility).

General Example(s)

- assessment strategies: dialoguing, conferencing, collecting, recording, communicating, reflecting, observing, responding, predicting, thinking aloud, goal setting, establishing criteria, responding, describing, extending ideas, interpreting, self-questioning, problem solving, managing, explaining, sorting essential and nonessential information, tracking, inferring, summarizing, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

5.1.3 a. **Participates in, adapts to, and applies the development of criteria to evaluate group success**

*May say, "Groups don't always have to work in the same way. Sometimes it is important to complete a project, but other times are working to come up with ideas. So sometimes it's more important to reach an agreement than it is at other times."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Oral Communications*
- Thinking Skills*
- Working with Others*
- Continuous Learning*

5.1.3 b. **Reflects on personal behaviour that contributes to group success**

*Journals, exit slips, peer reflection, ...*

*May say, "I keep a little tally during discussions of how often I contribute my own ideas, and how often I make a comment about another member's ideas."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Thinking Skills*
- Working with Others*
- Continuous Learning*

5.1.3 c. **Provides others with constructive feedback on how to contribute to group success, with guidance**

*May say, "The teacher reminded me that the role of group encourager is to remind others to participate in the discussion. It was better when I ask specific people what they think instead of just saying, 'Anyone else?'"*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Writing*
- Oral Communications*
- Thinking Skills*
- Working with Others*

Specific Outcome 5.2.1

Develop Community  
Share Responses

Grade 11

Contribute to group effectiveness through cooperation and interaction

General Example(s)

- contribute to a brainstorming session, participate in a presentation, be a member of an audience, participate in a dialogue, ...

\*\*Group processes include:

- communication (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback).
- participation (following directions, following procedures).
- decision making (solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree).
- role fulfillment (accepting responsibility).

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

- 5.2.1 a. **Participates in dialogue as a group member to develop objectives, generate ideas, assesses resources, contributes abilities and interests, and monitors progress accurately and without bias**

*"Role Audience Format Topic" (RAFT), circle talks, cluster maps, bulletin board collages, audio tapes/CDs/MP3s, ...*

*May say, "It's really important to make sure that the quieter kids in the group are involved, not just my friends."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Oral Communications*

*Working with Others*

- 5.2.1 b. **Shares responsibility for the completion of a project independently**

***E.g. Completing their own share of the work that they agreed to, meeting intended deadlines, supporting others, contributing to and following plans, ...***

*May say, "I will usually offer to help someone else in our group if I finish my work early. Then we have time to check over each other's work."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Working with Others*



Specific Outcome 5.2.2

Grade 11

**Develop Community**  
**Appreciate Diversity**

Recognize and celebrate the value of diversity in a group

\*\*Diversity should include considerations of culture, race, peoples, ideas, stories, gender, age, appearance, language, perspectives, ways of life/thinking, beliefs, values, religion, abilities, ...

\*\*It is important to create an open atmosphere in the classroom community that is respectful of diversity of learning styles, interests, experiences, and abilities.

\*\*In a multicultural/multilingual country like Canada, students need to value diverse ideas and show respect for various languages, cultures, customs, and beliefs.

\*\*Appreciation and respect for diversity may be evident through: awareness, consideration, sensitivity, acceptance, tolerance, fairness, compassion, honour, celebration, ...

\*\*Be sensitive to different communicative patterns and languages.

**General Example(s)**

• sharing circles, conversations, guided conversations, exploratory talks, discussion webs, interviews, journals, dialogue journals, literary artistic representations, literature responses, critical response, questions, elaboration, clarification, ...

**Learning Outcomes & Corresponding Illustrative Example(s)**

**By the end of Grade 11 the student ...**

- 5.2.2 a. ***Interprets the choices and motives of individuals presented in oral, printed, and other types of media texts and examines how they relate to self and others***

*May say, "Pai feels so strongly that she is destined to be a leader that she does whatever it takes, even sneaking in fighting lessons and disobeying her grandfather."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Reading Text*
- Document Use*
- Oral Communications*
- Thinking Skills*
- Working with Others*

- 5.2.2 b. ***Recognizes and demonstrates respect for people's diversity, individual differences and perspectives***

*May say, "My dad was going nuts over the last Leonard Cohen album. I think he has a terrible voice. Dad said he agrees that I'm not the greatest singer, but that he likes the lyrics of his songs."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Oral Communications*
- Thinking Skills*
- Working with Others*
- Continuous Learning*

- 5.2.2 c. ***Recognizes own identity within a group***

***Examples that shape identity include: language, culture, family, community, traditions, gender, place of residence, ...***

*May say, "I do a good job of recording what the group talked about, but I am not good at presenting it to the class."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Working with Others*
- Continuous Learning*

Specific Outcome 5.2.3

Grade 11

**Celebrate Community**  
**Select Language, Forms, and Images for**

Use communication forms to celebrate special events and occasions

\*\*Be sensitive to cultural differences in celebrating cultural occasions and achievements.

**General Example(s)**

- portfolio celebrations, end of semester or course celebrations, local celebrations, student of the week, author's chair, displays, school newspaper, presentations, assemblies, "artist in the school" program, letters of appreciation, group stories, cards, role playing, dramatizations, recitals, readings, gallery walks, parties, celebration walls, murals, bulletin board displays, publishing parties, cards and letters of congratulation or appreciation, banners, authors' night, brown bag lunches, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

5.2.3 a. *Uses appropriate language and visual images to participate in public events, occasions, or traditions*

*Creating posters, introducing events and/or speakers*

*May say, "I helped to pick the right games for my cousin's birthday party. My brother wanted to play 'Twister' with them, but I told him that wasn't a good game for six year olds -they're too small and don't have enough balance."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

*Reading Text*

*Document Use*

*Writing*

*Oral Communications*

*Working with Others*

**Specific Outcome 5.3.1**

**Grade 11**

**Celebrate Community**  
**Establish Portfolio**

Expands personal portfolio representing learning growth and contribution to group

**General Example(s)**

- goal setting, photos of participation, ...

**\*\*A portfolio is an ongoing collection of work representing growth and accomplishment. To be meaningful, the work contained in the portfolio must be linked to curricular and personal goals and include reflection on successes and "next steps." To demonstrate growth, work at various stages of development (notes, drafts) must be included.**

**\*\*Students should be encouraged to draw on work from other courses to include in their portfolio.**

**Learning Outcomes & Corresponding Illustrative Example(s)**

**By the end of Grade 11 the student ...**

**5.3.1 a. *Maintains an ongoing portfolio of accomplishments and representations of learning***

*Projects, assignments, certificates, letters of recommendation, résumés, ...*

*May say, "I like comparing my work this year to the stuff I put in my portfolio last year. Not only is my work better, but I'm writing longer stories and my PowerPoint presentations are easier to follow, too."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Reading Text*
- Document Use*
- Writing*
- Oral Communications*
- Thinking Skills*
- Computer Use*
- Continuous Learning*

**5.3.1 b. *Evaluates attainable opportunities by using self-evaluation techniques to assess strengths, needs, interests, values, experience and community involvement***

*Practicing goal setting, creating an action plan, ...*

*May say, "I like working with animals, and thought I'd like to be a vet. But you need a lot of science courses to get into that. I got involved with animals through the renewable resource program, and do things like counting caribou and other animals."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Continuous Learning*

**5.3.1 c. *Reflects on learning and growth and applies strategies for increasing personal potential for success and happiness, presently and the future***

*Completing reflective prompts, reflection sheets, stickies with comments attached to work, highlighting changes in drafts, ...*

*May say, "The PowerPoint sample that I included this year shows that I did a better job of putting less print on the slides. Next I'm going to work on making better use of the pictures."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Thinking Skills*
- Continuous Learning*

Specific Outcome 5.3.2

Celebrate Community  
Present Portfolio

Grade 11

Presents and shares accomplishments and learning with others

General Example(s)

- pair sharing, presentation to a group, peer and/or teacher conferences...

\*\*A portfolio is an ongoing collection of work representing growth and accomplishment. To be meaningful, the work contained in the portfolio must be linked to curricular and personal goals and include reflection on successes and "next steps." To demonstrate growth, work at various stages of development (notes, drafts) must be included.

\*\*While the creation of a portfolio is in itself an important part of metacognitive practice, it is also important to use it as a tool for conveying important information to others.

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 11 the student ...

5.3.2 a. **Presents portfolio to a selected audience confidently and independently**

*Pair sharing, presenting to a group, conferencing with teacher or peer, ...*

*May say, "Once I picked out the prompts that I wanted to use to talk about my portfolio, I asked my mom to let me practice presenting it to her."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Document Use*
- Oral Communications*
- Working with Others*
- Continuous Learning*

5.3.2 b. **Requests specific feedback from audience and responds appropriately**

**Note: Feedback may be guided by teacher**

*Post-conference reflections, journals, planning for next year, ...*

*May say, "After I showed my portfolio to my mom, I asked her if I had organized it well. I also asked if she liked my cover. We went through the rubric that the teacher gave us together."*

*Through the effective teaching of this outcome, the following Essential Skills may be developed:*

- Document Use*
- Oral Communications*
- Working with Others*
- Continuous Learning*