English Language Arts
Learner Outcomes
Grade 12

Explore thoughts, ideas, feelings, and experiences

DRAFT

Specific Outcome 1.1.1

Grade 12

| **Discover and Explore** |
| **Express Ideas** |

Engage in exploratory communication to seek others' ideas and information to connect with 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 12 the student ...

1.1.1 a. *Accesses background information from a variety of both primary and secondary sources, independently*

Reading preface to texts, researching author background, researching publishers website information, researching author websites, ...

May say, "I really didn't get the point of the short story until I looked up info about the author. Once I realized that she grew up in another country, her details about the trees made more sense."

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

1.1.1 b. *Reflects upon and questions opinions of text creator*

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 changed the background of the flower to black and white, which makes the colourful flowers stand out more. Although I understand why he did this, I think it makes the picture look fake."

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

1.1.1 c. *Considers how personal opinion relates to others*

Conversations, "Think-Pair-Share" (TPS), sharing circles, literature circles, T-Charts, Y-Charts, "Inside-Outside" Circles, ...

May say, "When we were creating our greatest hits list for 2009, some people picked out their favourite songs, but some of us tried to make sure that we had included music from different styles."

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

1.1.1 d. ***Supports personal opinion from text***

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, ...

May say, "I knew the first time that character showed up in the movie that he was a bad guy. When we watched it in class again figured out that the dark clothes he wore and his bushy eyebrows were clues meant to make us think that."

Through the effective teaching of this outcome, the following <u>Essential Skills </u>may be developed:
Reading Text
Thinking Skills

Specific Outcome 1.1.2

Grade 12

Discover and Explore

Consider Others' Ideas

Reflect on and adjust own thinking and understanding in response to others' ideas and information

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, correspondences, explanations, paraphrases, elaboration, hypotheses, opinions, inferences, analyses, evaluations, syntheses, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 12 the student ...

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

Reflecting, questioning, paraphrasing, synthesizing, "Plus-Minus-Interesting" (PMI), peer editing, ...

May say, "I could use a 'Plus-Mins-Interesting' sheet to give my friend feedback, but because this piece is longer, sticky notes might work better to let me make comments on certain places in the work."

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

1.1.2 b.   *Applies strategies effectively to receive criticism that is helpful and respectful*

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

May say, "Sometimes it helps me to consider other people's suggestions about my work if I don't ask for it as soon as I finish it."

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

Explore thoughts, ideas, feelings, and experiences

DRA

Specific Outcome 1.1.3

Grade 12

Discover and Explore	
Experiment with Language and Forms	

Understand how language is used purposefully to create an effect

General Example(s)
• may include: artistic media, authors, illustrators, genres, form
cultural traditions, media representations, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 12 the student ...

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

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

May say, "Our project to make picture books based on local legends was a real challenge. I asked several elders about one sto and they had slightly different versions. That could be because it wasn't written down, and as people passed it on to younger generations, it changed a bit."

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

1.1.3 b. *Analyzes the relationship between language use and context*

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

May say, "It's okay to use abbreviations like 'lol' in a text, but I wouldn't use it in a letter that I wrote to my grandma."

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

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

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

May say, "The woman in the elegant restaurant was beautifully dressed. I think that's why I was so surprised by her use of profanity."

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

Specific Outcome 1.1.4

Grade 12

Discover and Explore

Express Preferences

Explain personal knowledge of and experience with texts and learning styles

General Example(s)

• learning styles strategies, multiple intelligences, graphic novels, poetry, posters, collages, multimedia, music videos, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 12 the student ...

1.1.4 a.   *Considers peer and other influences on expanding repertoire of texts and learning styles*

Literature circles, reading and writing reviews, book swaps, ...

May say, "I went to see 'Ice Age 2 – The Meltdown' because I really enjoyed the first one. A friend said that this one was even better than the first. The animation was great, and I really like Ray Romano's comedy – even though you don't actually get to see him and he didn't write this script."

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

1.1.4 b.   *Identifies personal learning challenges*

Reflection sheets, goal setting, ...

May say, "When I'm reading on my own, I lose my focus."

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

1.1.4 c.   *Selects texts from outside of personal preferences and learning styles*

Categorized reading/listening/viewing logs, ...

May say, "I went to see that movie you recommended, even though I don't really like historical fiction."

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

General Outcome

Explore thoughts, ideas, feelings, and experiences

Specific Outcome 1.1.5

Grade 12

Discover and Explore

Set Goals

Plan for future growth of language use and needs

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

**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.

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 12 the student ...

1.1.5 a. *Reflects upon attainment of language goals*

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

May say, "I never thought that I was artistic enough to do good posters, but using the drawing tools in Word, and planning what information to include made a big difference."

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

1.1.5 b. *Establishes new goals for independent learning*

Reading logs, journals, ...

May say, "I really want to learn how to use Photoshop. It could be a useful tool for designing logos."

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

Specific Outcome 1.2.1

Grade 12

Clarify and Extend

Combine Ideas and Develop Understanding

Analyze the effectiveness of different ways to represent ideas and information to reach new understandings

General Example(s)
• journals, letters, blogs, collages, music, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 12 the student ...

1.2.1 b.   *Selects and creates personally meaningful ways of organizing ideas to clarify and extend understanding*

Creating own graphic organizers, adapting graphic organizers, ...

May say, "The teacher always wants an outline for our research report. I always had trouble with this until I realized that titles on the cards I used to organize my notes with worked well as outline headings. In a way, I guess I was doing an outline all along and just had to put my topics in order."

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

1.2.1 c.   *Represents new understandings in ways that expand personal preferences*

E.g. Using a collage to represent a character in a story instead of writing a descriptive paragraph

Creating own graphic organizers, adapting graphic organizers, ...

May say, "After we read the article about climate change, we had to write a Haiku about it. I don't usually like writing poems, but at least that kind is short."

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

Specific Outcome 1.2.2

Grade 12

Clarify and Extend
Explain Opinions

Present and support own view in meaningful ways with consideration of others' ideas and information

General Example(s)
• letters to editor, posters, brochures, debates, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 12 the student ...

1.2.2 a.   *Summarizes main ideas and most significant details of own view*

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

May say, "I liked the discussion about dream vacations. Great weather is one reason for my choice, but I also consider what I do there, like activities to do and things to see, and how safe it would be.

Through the effective teaching of this outcome, the following <u>Essential Skills</u> may be developed:
Reading Text
Document Use
Writing
Oral Communications
Thinking Skills

1.2.2 b.   *Selects, prioritizes, and organizes ideas to support a point of view*

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

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

Through the effective teaching of this outcome, the following <u>Essential Skills</u> may be developed:
Writing
Oral Communications
Thinking Skills

1.2.2 c.   *Connects, describes, and compares own ideas with those of others*

Debates, 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, essays, ...

May say, "Tom and I are both thinking about the economics of prohibition. He is looking at the cost of lost jobs to local busines and I am thinking about the savings through reduced medical costs."

Through the effective teaching of this outcome, the following <u>Essential Skills</u> may be developed:
Document Use
Writing
Oral Communications
Thinking Skills
Working with Others

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

DRAFT

Specific Outcome 2.1.1

Grade 12

| **Use strategies and Cues** |
| **Prior Knowledge** |

Apply prior knowledge and understanding to make connections between self, texts, and others using variety of texts and genres

**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 12 the student ...

2.1.1 a. *Draws on prior knowledge and experiences when constructing meaning, and responds to texts to make connections to that knowledge, independently*

E.g. Talking, listening, drawing, ...

May say, "The pictures in that graphic novel remind me of the painting 'The Scream' that we studied in art class. They both make me think about nightmares."

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

2.1.1 b. *Demonstrates 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*

May say, "My friend loves the song 'The Climb' by Miley Cyrus, but I can't stand it because my little sister played it non-stop for a month."

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

2.1.1 c. *Expands own ideas relating to texts as a result of understanding others' ideas*

"Think-Pair-Share" (TPS), dialogue journals, literature circles, ...

May say, "I was disappointed in the movie 'Passchendaele' when I saw it. I thought it would be more of a war movie. When my friend talked about her grandfather's experiences in the war, I could understand a bit more about the character of Michael Dunne."

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

2.1.1 d. ***Represents connections between texts and ideas of self and others in a combination of ways***

Multi-media creations, adding a soundtrack to a PowerPoint, ...

May say, "I added applause and 'boo' sounds to my PowerPoint on climate change to show which facts I think are good, and wl ones are problematic."

Through the effective teaching of this outcome, the following <u>Essential Skills</u> may be developed:
Reading Text
Writing
Oral Communications

Specific Outcome 2.1.2

Grade 12

Use Strategies and Cues
Comprehension Strategies

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

**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:

- <u>activating prior knowledge</u>: 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
- <u>determining importance</u>: 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
- <u>question generating</u>: to clarify and to focus the reading by asking questions of themselves, the authors, and the texts that are reading
- <u>visualizing</u>: creating mental images that include visual, auditory, and other sensory connections to the text
- <u>inferring</u>: 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
- <u>synthesizing</u>: retelling and summarizing; bringing together pieces of information within a text, during or after reading
- <u>monitoring for meaning</u>: 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 12 the student ...

2.1.2 a.   *Differentiates between appropriate strategies for constructing meaning from text in different contexts*

   E.g. Pre-reading, during reading, and post-reading strategies

   Note: Contexts may include text genre, circumstances of audience - understanding that the theme/main message relates to different readers in unique ways

   "Know-Want-to-Know-What-I-Learned" (KWL), discussing, graphic organizers, questioning, making connections and relating parts, filling in gaps in understanding, ...

   May say, "It helps me to make notes for nonfiction texts, but I like to draw sketches and doodles of the characters while I read fiction because it helps me to visualize them more clearly."

   Through the effective teaching of this outcome, the following <u>Essential Skills </u> may be developed:
   Reading Text
   Document Use
   Writing
   Oral Communications

2.1.2 b.   ***Selects and applies a variety of strategies to verify understanding through applying the answers to questions***

   E.g. Pre-reading, during reading, and post-reading strategies

   Repeating, paraphrasing, questioning, ...

   May say, "The picture made me think it was going to be about ..."

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

2.1.2 c.   ***Makes connections between main ideas and details in increasingly sophisticated texts, recognizing that some details are more significant than others in supporting the main ideas***

   May say, "Although there are many other characters and incidents, the most important point is that she thinks differently about is most important to her at the end of the summer than she did before starting work in June."

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

2.1.2 d.   ***Makes and confirms predictions (correcting when necessary) in increasingly sophisticated oral, printed and other types of med texts***

   Using texts with an appropriate complexity of content and sophistication of style

   Story completion, sharing circles, "Know-Want-to-Know-What-I-Learned" (KWL), anticipation guides, finishing the story, beyo the text, writing a sequel, anchor charts, ...

   May say, "In his speech he said that people in the country all need to work together, but I think he really meant that they need t what the leader tells them to. The speaker is trying to indoctrinate the public, and would probably use propaganda to do that."

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

General Outcome

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

Specific Outcome 2.1.3

Grade 12

Use Strategies and Cues

Textual Cues

Explain how contextual cues in texts contribute to meaning and understanding

**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), photographs (in text, of author, of topic, ...), 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 12 the student ...

2.1.3 a. *Analyzes and evaluates the effectiveness of nonverbal cues in conveying a text creator's intent*

Note: Recognizes local cultural differences

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

May say, "I should not pick my nose when I am presenting to the class."

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

2.1.3 b. *Analyzes and evaluates the effectiveness of the elements of art and principles of design in a visual text... manipulates 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, "I used colour and black and white in different parts of the photo very effectively to convey the concept that what we see of ourselves may be more colourful or interesting than our real selves."

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

2.1.3 c. ***Analyzes and evaluates the effects of language choices in printed texts***

Book and story reviews, reading responses, literature circles, book talks, ...

May say, "I will analyze versions of my writing and discuss how it works. By comparing two drafts I can explain my changes."

Through the effective teaching of this outcome, the following <u>Essential Skills</u> *may be developed:*
Reading Text
Writing
Thinking Skills

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

Hypertext, pop-ups, sound bytes, 3D, menus, thumbnails, create a Wiki or website, contribute to a Wikipedia article, ...

May say, "I used hyperlinks throughout my text so that people can easily go to the sources that I used."

Through the effective teaching of this outcome, the following <u>Essential Skills</u> *may be developed:*
Reading Text
Writing
Computer Use
Thinking Skills

Specific Outcome 2.1.4

Grade 12

Use Strategies and Cues
Cueing Systems

Explain how textual cues to extend understanding

**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 12 the student ...

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

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 (i.e. punctuation, word boundaries, capitalization, apostrophes, quotation marks, commas, ...)

E.g. Attending to punctuation when reading aloud affects fluency (in particular: expression, phrasing)

Narratives have 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 and verb tenses, ...

May say, "I used quotation marks to show the dialogue in my story."

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, independently*

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*
- *synonyms*
- *word origins*

E.g. Uses 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, ...

Words and phrases, intonation, pace, rate volume, attending to punctuation, attending to context, ...

Root words, suffixes, prefixes, contractions, compound words, homonyms, antonyms, synonyms, word origins, ...

May say, "I didn't use contractions in my letter to the Prime Minister because it needs to be formal writing."

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, independently*

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

Note: 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

E.g. Makes inferences to negotiate 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 (2.3.3), and Enh 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 I speak to elders I try to use the words that they have taught me."

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

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

DRAFT

Specific Outcome 2.2.1

Grade 12

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

Read, listen and view more sophisticated and longer texts from a variety of genres 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 be 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 & Corresponding Illustrative Example(s)

By the end of Grade 12 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, SFA forms...

May say, "Sometimes you have to do more than just watch and listen to a speaker. Some people find that making notes help, but if you still don't understand, it is important to ask questions when there is a chance to do so."

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

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

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

May say, "My uncle reads a lot of different kinds of books. Although I usually read non-fiction books, I think I'll borrow one of his westerns to see what they're like."

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

2.2.1 c. ***Evaluates 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, de community meetings, online art galleries, ...

May say, "I pay more attention in science class when we are doing something about animals. The unit on machines didn't intere as much, and I tended to daydream a lot."

Through the effective teaching of this outcome, the following <u>*Essential Skills*</u> *may be developed:*
Reading Text
Oral Communications
Thinking Skills

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

DRAFT

Specific Outcome 2.2.2

Grade 12

<div style="border:1px solid black;">

Respond to Texts

Connect Self, Texts, and Culture

</div>

Make connections between self, text, and culture through an increasingly wider range of texts

**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 & Corresponding Illustrative Example(s)

By the end of Grade 12 the student ...

2.2.2 a.   *Compares own values with those identified in the text and reflects on the impact on values*

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

May say, "The way Walt Kowalski in 'Gran Torino' helped Thao made me think about the way I sometimes judge people that I don't know well. There might be reasons that someone seems grumpy, and not just because they're a miserable person."

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

2.2.2 b.   *Explains 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, "Seeing how strong the women in 'Two Old Women' became when they had to look after themselves made me think that maybe I should try to do more on my own, too. I've decided that I can practice my cooking skills if I cook dinner for my family twice a week. That will give my parents a break, too."

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

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

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

May say, "I was really shocked when the tribe left the two old women behind. I've been raised to respect and help my elders, do things like serving them first at feasts. And many of my friends have a grandparent living with them. Nobody would think of kick them out."

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

2.2.2 d. *Explains the ways in which oral, printed, and other types of media texts reflect topics and themes of pop, local, and traditional culture*

Art styles, drum songs, clothing, ...

May say, "A lot of books and movies in the 1970s were about disasters. Many dealt with the destruction of the world. In Social Studies we learned about the Cold War and the Nuclear Arms Race. Now I see that the movies from that time showed how peop and what they were afraid of from so many weapons being built and stored."

Through the effective teaching of this outcome, the following <u>Essential Skills </u>*may be developed:*
Reading Text
Writing
Oral Communications
Thinking Skills

2.2.2 e. *Reflects on and evaluates personal and critical responses to text and considers 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 decided to do a PowerPoint presentation to respond to the story. That way I can include actual pictures, and even sound effects of the war to go with the quotes from the author that I plan to use."

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

Specific Outcome 2.2.3 **Grade 12**	**Respond to Texts** **Appreciate the Artistry of Texts**

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

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

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 12 the student ...

2.2.3 a. *Analyzes the effectiveness of manipulative graphic design techniques as used in print, television and film to influence the viewer's perception, especially in advertising*

E.g. Graphic quality, colour, angle, lighting, composition, movement, perspective, sound and camera angle

May say, "So ads use black and white photos as a background but the product they are selling is left in bright colour. I think they do this so that the product stands out even more than it would if the whole picture was colour."

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

2.2.3 b. *Detects purpose (to persuade, inform, and/or entertain) and point of viewing in oral, printed and other types of media text, and evaluates its effectiveness for the intended audience (i.e. age, gender, geographic location, ...)*

May say, "I think the poster showing the wrinkles you can get from smoking would be a more effective approach for teenage girls than it would be for male."

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

2.2.3 c. *Analyzes volume, tone, mood and other verbal cues to identify a speaker's intent*

May say, "When my sister loses it with me she talks really slowly and leaves a space between the words. She says it helps her to calm down, but it also lets me know that I had better pay close attention. I think she talks so slow and clear to let me know that she's not going to repeat what she said again."

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

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

DRA

Specific Outcome 2.3.1

Grade 12

Understand Forms and Techniques
Forms and Genres

Understand personal preferences and recognize factors that influence personal responses to 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 12 the student ...

2.3.1 a. *Analyzes reasons and evaluates effectiveness of the choice of form and genre by the text creator*

May say, "The movie 'Passchendaele' is about another side of the war. Instead of focussing mostly on the battle scenes, it is abo what happened to people in Canada as a result of war experiences. That helps us to see that war doesn't just affect people in pl where the fighting is, but that the soldiers go home with things that they, their family, and their friends had to deal with."

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

2.3.1 b. *Determines the criteria for interpreting and evaluating texts, with consideration for the context in which they were produced*

Author biographies, historical settings, ...

May say, "The special effects in the original 'Star Trek' series are really lame, but we need to remember that they didn't have al computer generated effects that we use now. Even in action movies, the explosions and stunts were all for real, which is kind of amazing when we compare it with what they do now."

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

2.3.1 c. *Evaluates stereotypes and generalizations in media portrayals and analyzes the conclusions or opinions they may represent for validity, accuracy, reliability, currency, and supporting evidence*

Stereotypes, fantasy, ...

May say, "My sister always watches 'Survivor'. She gets so sucked in by how the people come across. I keep telling her that we don't see everything that they say and do, and that they edit just the good parts to put in the show."

Through the effective teaching of this outcome, the following <u>*Essential Skills*</u> *may be developed:*
Reading Text
Oral Communications
Thinking Skills

Specific Outcome 2.3.2

Grade 12

Understand Forms and Techniques
Techniques and Elements

Analyze the use of persuasive tools and the results of their use in texts

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

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 12 the student ...

2.3.2 a.   *Analyzes the effects of prejudice, bias, and stereotyping in texts and attempts to counteract these effects*

Redesign posters, ads, or brochures, ...

May say, "So many t.v. shows use perfect looking people as their main characters. One reason I like 'Medium' is that Allison is of dumpy, and Joe is just average."

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

2.3.2 b.   *Describes the impact 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 always show little kids in trouble. I think that's because people are more sympathetic to kids than to adults in the same situation."

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

2.3.2 c.   *Considers competing interpretations of a single text*

Literature circles, reviews, ...

May say, "I read a review of 'Independence Day' that said it wasn't very good because the characters weren't believable. Come was just meant to be a fun action movie, not a serious one with a deep message."

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

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

DRAFT

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

May say, "I enjoy reading books that are written in the first person. I feel more like I am actually involved in the story - it feels more real to me."

Through the effective teaching of this outcome, the following <u>Essential Skills</u> may be developed:
Reading Text
Oral Communications
Thinking Skills

Specific Outcome 2.3.3

Grade 12

<div style="border:1px solid">

Understand Forms and Techniques

Vocabulary

</div>

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

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

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 12 the student ...

2.3.3 a.   *Analyzes a text creator's use of expressive vocabulary*

May say, "When the author compared the man to a bulldog, I got a very clear picture in my mind that he was short, stocky, and ugly. I also expected him to be snarly to other people."

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

2.3.3 b.   *Uses and selects appropriate strategies for understanding vocabulary in a variety of contexts*

May say, "Sometimes I look a strange word up in the dictionary, but sometimes I just try another word that I do know in its place see if it makes sense."

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

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

May say, "I think I used too many big words in my children's story. I was writing for a primary class and should have said 'big ball' with the repeating sound at the beginning, instead of 'enormous navy ball'. A bit older class might have liked the word enormous, though."

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

Specific Outcome 2.3.4

Grade 12

Understand Forms and Techniques
Experiment with Language

Analyze 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 12 the student ...

2.3.4 a. *Analyzes creative uses of language, visuals, and sounds (such as metaphors and symbols) to enhance meaning, purpose, and content in texts*

> *May say, "Dr. Seuss stories are deeper than I thought. In the book 'The Sneetches', the plain-bellies and the star-bellies actually represent different races or cultures."*

> *Through the effective teaching of this outcome, the following <u>Essential Skills</u> may be developed:*
> *Reading Text*
> *Oral Communications*
> *Thinking Skills*

2.3.4 b. *Discusses how use of colloquialism/slang/dialect influences interpretation of texts*

> *May say, "I have trouble understand some British comedy shows because they use different words, like 'bonnet', instead of 'hood' of the car."*

> *Through the effective teaching of this outcome, the following <u>Essential Skills</u> may be developed:*
> *Reading Text*
> *Document Use*
> *Writing*
> *Oral Communications*
> *Thinking Skills*
> *Continuous Learning*

2.3.4 c. *Creates original texts to communicate and demonstrate understanding of forms and techniques*

> *E.g. PowerPoint presentations, web pages, ...*

> *May say, "I put hyperlinks into my webpage so that people using it could skip easily to the place they wanted, and not have to scroll through the whole page."*

> *Through the effective teaching of this outcome, the following <u>Essential Skills</u> may be developed:*
> *Writing*
> *Oral Communications*
> *Thinking Skills*

Specific Outcome 3.1.1

Grade 12

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), organizatio frames, "Know-Want-To-Know-What-I-Learned" (KWL), curr 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 12 the student ...

3.1.1 a.   *Examines personal knowledge to identify possible topics for research, independently*

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

May say, "I enjoyed the movie 'Whale Rider', and I'd like to learn more about some of the Maori traditions to compare them wit ours."

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

3.1.1 b.   *Organizes, prioritizes, and examines personal knowledge*

E.g. By using tools such as a web or a tree

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

See Organize Information (3.3.1)

May say, "I've listed everything I already know about Maori traditions. The ones I'm not really sure about I marked with a yello highlighter so that I remember to check them while I research."

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 independently*

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 12

Plan and Focus
Ask Questions

Create increasingly specific questions to address more delineated information gaps independently

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), "**K**now - **W**ant to Know - **H**ow I will learn it - What I **L**earned - How I will **A**pply - What **Q**uestions 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 12 the student ...

3.1.2 a. *Creates focused questions and/or categories to guide inquiry*

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, ...

May say, "I need to pick the five most important details in Akaitcho's life for my poster."

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

3.1.2 b. *Selects open-ended questions to focus the inquiry*

May say, "Would the two old women have changed their behaviour if their tribe hadn't left them behind?"

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

Specific Outcome 3.1.3

Grade 12

Plan and Focus

Participate in Group Inquiry

Work cooperatively to share information and refine inquiry needs

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 12 the student ...

3.1.3 a.   *Contributes to a brainstorming session to refine topic for group inquiry using a variety of methods*

E.g. Career searches, interviews, community government meetings, ...

Semantic maps, exit and admit slips, 20 questions, ...

May say, "Our group did a web to find sub-topics that might make our topic clearer. We went from Hockey, to the NHL, to Can teams."

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

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

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

May say, "There are lots of things we could look at about Canadian NHL teams, like the history of the teams, their most famous players, or their performance records."

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

Manage ideas and information

Specific Outcome 3.1.4

Grade 12

> **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, experts, t.v., library, experiments, field trips, recipes, word problems, reflections, journals, exit slips, internet, audio tapes/CDs/MP3s, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 12 the student ...

3.1.4 a.   *Identifies purpose and audience independently*

May say, "I want to write this story for my grandmother."

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 independently*

Inquiry notebooks, "We Wonder" charts, I-Charts, "Who-What-When-Where-Why-How" (5 W's + H), Inquiry process, "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 have to create my own timeline to include in this project."

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 usually do the research for our project, but this time I think I should work on building the model."

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

Specific Outcome 3.2.1

Grade 12

Select and Process

Identify Personal and Peer Knowledge

Select appropriate and relevant 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 habi the land, maps, charts, graphs, signs, books (narrative texts, expository texts), photographs, illustrations, videos, t.v., field tr newspapers, magazines, internet, interviews, audio tapes/CDs/M various multimedia, songs, folk tales, plays /scripts, series by th same writer, diaries, ...

• primary (experiential) and secondary sources (text based: narrative, expository, creative)

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 12 the student ...

3.2.1 a. *Evaluates and selects relevant personal and peer knowledge, experiences and perspectives related to inquiry*

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

May say, "If I'm doing a report on the history of drumming in our area, it might be relevant to know about the materials that th drums are made from. But I probably wouldn't include my grandma's recipe for bannock."

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. *Develops strategies to access less readily available sources*

Personal interviews, emailing people to request information, ...

May say, "I'm going to write a letter to our Member of Parliament to ask for more information."

Through the effective teaching of this outcome, the following Essential Skills may be developed:
Thinking Skills
Working with Others
Computer Use
Continuous Learning

Specific Outcome 3.2.2

Grade 12

> **Select and Process**
>
> **Evaluate Sources**

Evaluate the usefulness and value of sources to personal inquiry needs with consideration for intended audience

General Example(s)

• learning logs, inquiry notebooks, reflection, self-questioning, rereading,"Five Finger Rule" assessing with a 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 12 the student ...

3.2.2 a.   *Develops and applies criteria to evaluate sources independently*

May say, "This internet site may be unreliable. I can't seem to find out anything about the organization or person behind it."

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

3.2.2 b.   *Ranks and uses sources based on their reliability*

Background of author or organization, references cited, currency of information, ...

May say, "I would rather use the NWT Timeline than a personal blog because it is backed by the Prince of Wales Northern Heritage Center."

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

Specific Outcome 3.2.3

Grade 12

Select and Process
Access Information

Access information from oral, print, visual, and multimedia resources through a variety of methods, independently

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 12 the student ...

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

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

May say, "I remembered seeing a show in the Discovery channel about whales, so I decided to check out their web site to see if might have some stuff I could use for my report."

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

3.2.3 b.   *Uses references to access information, independently*

Advanced searching in search engines, checking references in other sources used, ...

May say, "If I use the advanced search tool, I can look for information about the 'habitat' of bears in the NWT'."

Through the effective teaching of this outcome, the following <u>*Essential Skills*</u> *may be developed:*
Reading Text
Oral Communications
Thinking Skills
Computer Use

3.2.3 c.   *Interprets meaning from textual cues*

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, fonts, letter sizes, obje artifacts, internet sites, videos, television, audio tapes/CDs/MP3s, observations, charts, graphic organizers, opening shots to videos/DVDs, picture files, icons, diagrams, pop-ups, insets, pull down menus, hypertext links, scene changes, graphics, pacing close-ups, zooms, lighting, camera angles, captions, staging, sidebars, shaded areas, margin notes, sounds, music, words, noise interviews, volume, rhythm, repetition, emphasis, pacing, pings, tone, sound effects, "voice over's", pauses, intonation, ...

May say, "The background music in a horror movie sometimes tells us that something bad is going to happen."

Through the effective teaching of this outcome, the following <u>*Essential Skills*</u> *may be developed:*
Reading Text
Oral Communications
Thinking Skills

Specific Outcome 3.2.4

Grade 12

Select and Process
Make Sense of Information

Use appropriate tools and strategies to understand information independently

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 12 the student ...

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

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

May say, "We put the new desk together by following the directions. We built the frame first, and then made the drawers that fit into the base."

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

3.2.4 b.   *Explores complex structures that assist in the process of analyzing, synthesizing and evaluating information to draw conclusions*

E.g. "Cause & Effect", "Pros & Cons", "Plus-Minus-Interesting" (PMI), story boards and Venn diagrams that assist in the process of analyzing, synthesizing and evaluating information to draw conclusions

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 & Effect"), indices, definitions, table of contents, bibliographies, captions, schedules, summaries, prefaces, math problems, charts, graphs, tables, ...

May say, "I used the points that I made in the 'Pros & Cons' chart that I made to back up my opinion."

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

3.2.4 c.   *Adapts effectiveness of a choice of graphic organizers, to fit personal needs according to context*

Cause & Effect, Pros & Cons, "Plus-Minus-Interesting" (PMI), storyboards, Venn diagrams that assist in the process of analyz synthesizing and evaluating information to draw conclusions, Main Idea maps, Main Idea charts, visualizing and verbalizing, Directed Reading-Thinking activities, guided reading, sketching, story mapping, "Who-What-When-Where-Why-How" (5 W's + active listening, rereading and reading on, discussing, questioning, reQuest, viewing, reviewing, examining, reexamining, testing retesting, writing, rewriting, Compare & Contrast, note making, modeling, "Think Alouds", ...

May say, "I started to make notes with a cluster chart, but then I realized that a flow chart might work better for this assignmen because a story is a series of connected events."

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

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

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

May say, "We can estimate the population for 10 years from now by extending the line in the graph to where it would cross the for that year."

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

Specific Outcome 3.3.1	**Organize, Record, and Evaluate**
Grade 12	**Organize Information**

Organize information effectively for specific purposes using a variety of tools

**E.g. 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 12 the student ...

3.3.1 a.   *Develops and selects a variety of written and graphic formats for organizing oral, written, or visual information*

Graphic organizers: journals, lists, pictographs, picture maps, T-Charts, webs, "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, "Sketch-a-Sequence" frames, "Cause & Effect" charts, self-check tools, rubrics, Y-Charts, chapter maps, anticipation guides, Dancing Boxes, continuums, fishbone diagrams, matrixes, spread sheets, Decision Making Graphic Organizers, Problem Solving Graphic Organizers, Experimental Graphic Organizers, Herringbone frames, "I-Search", hierarchical maps, ...

May say, "Using the Problem Solving Organizer, we listed all the possible solutions of our model airplane's crash. It might not have flown because of the wing shape, the weight, ... We are going to change one thing on our model for each test run until we fix our problem."

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

3.3.1 b.   *Adapts written and graphic organizing tool to suit specific research needs*

Adding a level to a web, including subheadings

May say, "Because we were comparing three different things, we added a third circle to our Venn diagram. The common characteristics to all three went in the center overlapping part, and when just two shared them, it went where those circles overlap."

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

Specific Outcome 3.3.2

Grade 12

<div style="text-align:center">

Organize, Record, and Evaluate

Record Information

</div>

Combine information from a variety of sources and maintains a standardized record of sources

General Example(s)
• MLA or APA style

Learning Outcomes & Corresponding Illustrative Example(s)

    By the end of Grade 12 the student ...

3.3.2 a. ***Summarizes and records information in a variety of forms in own words, paraphrasing and/or quoting relevant facts and opini___ references sources***

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

    May say, "By organizing the election results for several years into a graph, we can see how the popularity of different political parties has changed."

    Through the effective teaching of this outcome, the following <u>Essential Skills</u> may be developed:
    Document Use
    Writing
    Thinking Skills
    Continuous Learning

3.3.2 b. ***Makes notes from multiple sources demonstrating the relationship between main ideas and supporting details***

    Identifying key ideas, deleting unimportant and/or repeated information, recording supporting ideas and 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 strips, mnemonic devices, rebuses, Two-Column Notes, Matrixes, clusters, concept/mind/thinking maps, fishbone diagrams, summaries, Cornell Method, herringbone, structured notes, cheat sheets, ...

    May say, "I put each topic heading in bold so that I can find it easily and put more notes from each website in the spot that they belong."

    Through the effective teaching of this outcome, the following <u>Essential Skills</u> may be developed:
    Document Use
    Writing
    Thinking Skills

3.3.2 c. ***Generates forms to collect information***

    E.g. Online survey tools

    May say, "There's a website called <u>surveymonkey.com</u> that lets us create multiple choice questions for people to answer online. it tallies the results for us."

    Through the effective teaching of this outcome, the following <u>Essential Skills</u> may be developed:
    Document Use

3.3.2 d.   *Maintains a reference list of sources using a standardize format*

E.g. MLA or APA style

May say, "While I researched, I recorded the information on my sources into a table so that it would be easier to do my bibliography."

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

Specific Outcome 3.3.3

Grade 12

Organize, Record, and Evaluate

Evaluate Information

Evaluate effect of information on prior understanding

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 12 the student ...

3.3.3 a.   *Evaluates information sources in terms of usefulness, bias, accuracy, currency, and reliability of information*

Inquiry charts, learning logs, "Trash-Treasure-Save" (TTS), ...

May say, "For our science report on climate change, we need really up to date information. But for our socials report on Louis its not as important for the information to be really current."

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

3.3.3 b.   *Evaluates information using own criteria - in terms of accuracy and currency of information*

Inquiry charts, learning logs, "Trash-Treasure-Save" (TTS), ...

May say, "I sorted the articles on cloning into three groups according to how recent they were. Then I started making notes from most recent ones first."

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

3.3.3 c.   *Evaluates information using own criteria - in terms of relevance of information*

May say, "My report on Louis Riel focussed on his trial. The stuff I found about his friendship with Gabriel Dumont was interes but it didn't really fit into my outline."

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

3.3.3 d.   *Addresses information gaps, independently*

May say, "By putting headings into my paper, I got a better idea of which topics I needed more information on."

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

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

May say, "It's a good idea to find three sources with the same information. Then it's more likely to be accurate. I like to use an encyclopedia as a starting point because it is often more reliable."

Through the effective teaching of this outcome, the following <u>Essential Skills</u> may be developed:
Reading Text
Document Use
Oral Communications
Thinking Skills
Computer Use

Specific Outcome 3.3.4

Grade 12

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

Recognize value of continued inquiry in personal life

**Lifelong Learning places more emphasis on the desire to know more than on reaching a definitive answer or conclusion.

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

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 12 the student ...

3.3.4 a.   ***Reflects on new knowledge and its value to self and community***

May say, "Learning about the cost of water purification has encouraged me to try to use less water at home."

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

3.3.4 b.   ***Explains reasons for change in personal views as a result of new information and understandings***

*May say, "Learning about how phosphates affect the environment encouraged me to use soap with them. I even asked the North
Store to carry a brand of laundry soap that is phosphate free."*

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

3.3.4 c.   ***Initiates further inquiry with focus on how it connects learning to personal life***

*May say, "After walking instead of driving to school for a week to reduce carbon emissions, we realized that we also saved mon
Now I want to find other ways to help the environment that might also reduce our costs, like changing light bulbs or using
rechargeable batteries."*

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

Enhance the clarity and artistry of communication through a process

DRAFT

Specific Outcome 4.1.1

Grade 12

Generate and Focus
Generate Ideas

Select an appropriate form 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 12 the student ...

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

Conversations, sharing circles, centres, book talks, models, improvisations, literature circles, weblogs, online forums, PowerPoint presentations, ...

May say, "Picking a picture to go with each of the activities for the brochure got me thinking about what their most important or best known feature was."

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 independently*

Thumbnail sketches, mockups, storyboards, models, graphic organizers, outlines, ...

May say, "I started with a flowchart to plan the story of my video, but it was when I did the storyboard that I got a better idea of the locations where I would shoot."

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

Specific Outcome 4.1.2

Grade 12

Generate and Focus
Prepare to Create Texts

Evaluate appropriateness of text form 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 12 the student ...

4.1.2 a.   *Assesses the effectiveness of chosen text form to audience and purpose*

May say, "A chart would help me to record the information on temperatures during the day, and a graph would help people to understand them better."

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

4.1.2 b.   *Determines purpose for text creation and selects most appropriate text form*

May say, "I have to present a report on my trip to the class. A PowerPoint would be the best way to do this so that I can include pictures that everyone can see together, instead of passing around a bunch of photos."

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

Enhance the clarity and artistry of communication through a process

DRAFT

Specific Outcome 4.1.3

Grade 12

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 12 the student ...

4.1.3 a.   *Organizes and sequences relevant ideas appropriately for the chosen formats independently*

May say, "A biography doesn't have to be all in chronological order. If I'm looking at someone's accomplishments, I might want to look at them in order of importance."

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

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

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

May say, "I chose to open my speech for the debate with a question. Then the audience might listen better because they expect to hear the answers."

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

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

PowerPoint presentations, Web pages, posters, poems, stories, news articles, brochures, pictures, illustrations, sculptures, danc video representations, audio representations, oral tellings, dramatizations, improvisations, picture storybooks, journals, fairy t 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, pictionaries, 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, t 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, classifieds 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, "The brochure we did on internet safety is being distributed through the elementary classes. The kids like the catchy slogan that we put on the front."

Through the effective teaching of this outcome, the following <u>Essential Skills</u> may be developed:
Document Use
Writing
Oral Communications
Thinking Skills
Computer Use

DRAFT

Specific Outcome 4.2.1

Grade 12

Enhance and Improve
Appraise Own and Others' Work

Engage in independent conversation, reflection, and evaluation of 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 12 the student ...

4.2.1 a.   ***Shares work-in-progress and final products in various ways and self- selects 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 sticky notes to put comments on a friend's work, because then I don't feel like I am messing it up."

Through the effective teaching of this outcome, the following <u>Essential Skills</u> may be developed:
Document Use
Writing
Oral Communications
Working with Others

4.2.1 b.   ***Identifies personal strengths and needs as a text creator independently***

May say, "I really enjoy going through the websites to get information, but I find it hard to organize it well. I could use one of the graphic organizers to help me do this."

Through the effective teaching of this outcome, the following <u>Essential Skills</u> may be developed:
Writing
Oral Communications
Thinking Skills

4.2.1 c.   ***Sets personal goals for text creation independently***

May say, "I enjoy making videos - writing the story and filming it. I think next I want to work on using music in them, maybe in the opening part, or playing it softly in the background."

Through the effective teaching of this outcome, the following <u>Essential Skills</u> may be developed:
Writing
Oral Communications
Thinking Skills

Specific Outcome 4.2.2

Grade 12

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", "Hearing 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 12 the student ...

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

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

Note: Considers audience and purpose, integration of visuals to enhance understanding

May say, "I usually leave my video for a couple of days and then I like to watch it on the TV because the screen is bigger and I check on some details better."

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

4.2.2 b. *Revises for clarity of meaning, independently*

Achieves appropriate level of detail by adding, rearranging, or deleting ideas and images

May say, "When I went back and read through my essay, I tried to imagine that I had no understanding of the topic, and then I revised it so that it was clearer."

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

4.2.2 c.   ***Develops personal processes for revision***

Has own checklist for editing and revision, identifies appropriate tools to aid with revision, considers possible effects of revision, seeks advice when needed, ...

May say, "I like to read my work out loud when I proofread. Then I use the spell check function. Sometimes I check the first word in each paragraph to make sure that they don't all start the same."

Through the effective teaching of this outcome, the following <u>Essential Skills</u> may be developed:
Writing
Oral Communications
Thinking Skills

Enhance the clarity and artistry of communication through a process

DRA

Specific Outcome 4.2.3

Grade 12

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

Select appropriate techniques and tools to enhance clarity

General Example(s)
• technology tools, visual elements, ...

**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 12 the student ...

4.2.3 a.   *Manipulates aspects of style within the presentation form or product to convey meaning to the chosen audience*

E.g. Font, size, style, colour, spacing of text, image placement, sound and video links, hyper links, ...

May say, "I used a smaller size of font for the subpoints under each bullet so that the main points stood out more."

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

4.2.3 b.   *Selects and analyzes effectiveness of 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, "I use the different slide templates in PowerPoint to help me organize the titles, text, and pictures more easily."

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

4.2.3 c.   ***Integrates visual and audio aids into creation to enhance clarity***

Using text wrap to place visuals, imbedding a soundtrack in a PowerPoint presentation, ...

May say, "Using a map and labeling it to show where the big battles of World War II were, helped to show how the Allies gradually advanced into German territory."

Through the effective teaching of this outcome, the following <u>Essential Skills</u> may be developed:
Document Use
Writing
Oral Communications
Computer Use

Specific Outcome 4.2.4

Grade 12

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 (re for errors, read for understanding, read for common errors), star with sentences - consider words - check for spelling/grammar/punctuation, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 12 the student ...

4.2.4 a.   *Applies knowledge of parts of speech in an editing process independently*

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

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

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, "My directions on how to make birch syrup were confusing at first because my sentences were too long. I made it clea by using a short simple sentence for each step."

Through the effective teaching of this outcome, the following <u>Essential Skills</u> may be developed:
Writing
Thinking Skills

4.2.4 b.   *Uses an editing process independently to ensure correctness of sentence structure and provides a variety of sentence structures within the text to enhance presentation for audience*

E.g. Proofreads to ensure that sentences within a paragraph are complete, interesting, and connected to each other

E.g. Proofreads and edits for subject-verb agreement in sentences

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

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, "By checking the first word of each sentence I can see if I have some variety in my writing. For example, I don't want to start every sentence with the word 'the'."

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

4.2.4 c.   *Uses a variety of strategies to facilitate conventional spelling*

E.g. Relating sounds of unknown words to known words and spellings using phonetic patterns and generalizations, taking risks and attempting unknown spellings, using basic spelling rules, consulting resources such as dictionaries, ...

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: Some of the most common words spelled differently in Canadian English include: 'acknowledgment', 'aging', 'analyze', 'burned', 'learned', 'cancelled', 'catalogue', 'centre', 'centred', 'cheque', 'civilization', 'colour', 'labour', 'criticize', 'fulfill', 'licence' (as a noun), 'license' (as a verb), ...

Spelling strategies may include: Interactive Writing, references (alphabet, number lines, labels, familiar environmental print, word walls, pictionaries, dictionaries, personal 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", word origins, ...

May say, "Sometimes if I can't figure out how to spell a word, I use one with a similar meaning and use the thesaurus to find the one I want."

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 independently*

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 altoge 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, ...

Periods at the end of sentences/after abbreviations, question marks, exclamation marks, quotation marks, commas (in a seri dates, addresses, before quotation marks, after salutations in personal letters, after closings in letters, and to signal subordin 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 connect a coordinating conjunction), capitalization of proper nouns (names, places), the pronoun "I", months of the year, days of t 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, "Reading my work out loud helps me to check if I have the correct punctuation in it. I pay attention to when I pause a make sure it fits."

Through the effective teaching of this outcome, the following <u>Essential Skills</u> may be developed:
Writing
Thinking Skills

4.2.4 e.   *Uses technology tools for editing independently*

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

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

E.g. Selecting the appropriate choice from options given

E.g. Recognizing the screen identifier for questionable spelling, accessing a dictionary or thesaurus

May say, "Spell check helps me to get words right, but it isn't perfect. Sometimes I have to check in a dictionary to make sure t have the word I really want."

Through the effective teaching of this outcome, the following <u>Essential Skills</u> may be developed:
Reading Text
Computer Use

Enhance the clarity and artistry of communication through a process

DRAFT

Specific Outcome 4.2.5	**Enhance and Improve**
Grade 12	**Enhance Artistry**

Evaluate effectiveness of language techniques to enhance artistry of texts

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 12 the student ...

4.2.5 a.   *Uses appropriate strategies and devices to enhance the impact of texts*

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

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

May say, "It made my story more interesting when I used dialogue in quotation marks instead of just describing what the characters said."

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

4.2.5 c.   *Establishes a voice that appeals to the audience and suits the purpose of the creation*

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, cheery, sarcastic, objective, credible, ...), topic, the organization, point of view, attention to the relationship between the audience and purpose, ...

Note: 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?

Note: In grade 12, developing an awareness of voice in text typically involves:
1. Writing that is individual, expressive, and engaging
2. Using writing/phrases/expressions that portrays the character's personality
3. Taking risk 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, "By using the words 'mommy' and 'daddy' instead of 'mother' and father', I gave the audience the feeling that it was wr by a young child."

Through the effective teaching of this outcome, the following <u>*Essential Skills*</u> *may be developed:*
Writing
Oral Communications
Thinking Skills

Enhance the clarity and artistry of communication through a process

DRAFT

Specific Outcome 4.3.1

Grade 12

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 12 the student ...

4.3.1 a.   ***Plans and practices peer-involved class activities to share understanding***

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

May say, "Because so many people from my group were traveling that week, we decided to use a Wiki where we could all read and respond to each others' comments while people were away, instead of emailing and then having to reply to everyone."

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

Specific Outcome 4.3.2

Grade 12

> ## Present and share
>
> ## Effective Oral and Visual Communication

Present information and ideas orally and visually to a particular audience

**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.

General Example(s)
• presentations occur in a variety of forms: artistic, dramatic, musical, numeric, scientific, historic, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 12 the student ...

4.3.2 a.   *Uses strategies to improve communication abilities*

Editing, rehearsals, peer reviews, ...

May say, "I like to put my picture in my report right by where I'm talking about them. If I use text wrapping, then the pictures cͺ right beside the discussion. This is better than when I just stick them at the end of my report."

Through the effective teaching of this outcome, the following <u>Essential Skills</u> may be developed:
Thinking Skills
Working with Others
Continuous Learning

4.3.2 b.   *Evaluates the elements of effective presentations*

- *understands the purpose for the presentation*
- *speaks with a clear voice*
- *faces the audience*
- *makes eye contact (culturally appropriate)*
- *uses appropriate body language (posture and gestures)*
- *introduces self*
- *uses varied supports (props, artifacts, diagrams, illustrations, photographs, overheads, music, sound effects, resources, facts, lighting, guests, font, print size, ...)*
- *maintains topic*
- *uses complete sentences*
- *uses specific vocabulary (theme/content related)*
- *responds to audience questions*
- *speaks fluently (pacing, phrasing)*
- *varies voice (intonation and expression) appropriately for emphasis, (some situations require conversational voice, some situations or phrases require more/less volume, ...)*
- *follows a logical sequence for the topic (based on pre-established plan)*
- *introduces presentation purposefully to capture audience attention (background information, clear topic, issues, relevant anecdotes or jokes, dramatic gestures, ...)*
- *brings closure to presentation*
- *arranges presentation space to focus audience*
- *displays enthusiasm for topic*
- *varies facial expression appropriately*
- *chooses/adapts form of presentation to match audience*

May say, "I put a slide with the question I want the class to discuss in groups into the right place in my PowerPoint. It's both a reminder to me to pause and give them time to discuss it, and helps remind the audience of what the discussion question is."

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

4.3.2 c. ***Critically examines and purposefully uses the elements of art and the principles of design in visual text creation***

Manipulates graphics and text effectively to communicate intent, maintaining and enhancing clarity, coherence and emphasis when presenting a topic using various forms

Manipulates elements in sophisticated visual texts to achieve intended meaning

Collages, posters, brochures, PowerPoint presentations, ...

May say, "I could include a map to show where my uncle's trapline is on my poster about lynx habitat."

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

Enhance the clarity and artistry of communication through a process

DRA

Specific Outcome 4.3.3

Grade 12

Present and share

Attentive Listening and Viewing

Actively listen to and view presentations and assess their
effectiveness

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 12 the student ...

4.3.3 a. *Applies strategies for attentive listening and viewing such as recognizing main ideas and details, making inferences, showing re
for presenter through non-verbal responses, formulating questions for clarification*

*May say, "If I'm not sure about a point the speaker is making, I jot down a key word for a question, and then put up my hand so
I can ask it."*

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

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

Logos, colour, icons, ...

May say, "In my model of the ideal kitchen, I put the logo of the manufacturer of the appliances on the spot where they would be

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

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

Soundtracks, visuals, tone and volume, ...

May say, "Quieter music makes it easier for the audience to hear us, but louder music could get their attention better."

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

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

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

*May say, "We were all surprised when the presenter said that the time was up. It went so quickly because it was interesting, wit
of great pictures. He also broke it up with opportunities for us to discuss some of the main points in small groups."*

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

Celebrate accomplishments and build community

Specific Outcome 5.1.1

Grade 12

Encourage, Support, and Work with Others

Cooperate with Others

Participate meaningfully in group activities by assuming a variety of roles

**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).
- negotiation (resolving differences and reaching consensus).

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 12 the student ...

5.1.1 a. *Analyzes and models appropriate behaviour within a group*

E.g. Listening without interrupting, contributing to be heard, disagreeing courteously, accepting conflicting opinions, showing respect for the rights and values of others

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, practice conflict resolution procedures ...

May say, "I got frustrated when others interrupted me during my turn. Now that I realize what it feels like, I'm going to be more careful to not interrupt others."

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. *Analyzes effectiveness of each member in filling his or her role within the group*

Timekeeping, recording, ...

May say, "Lauren is a great recorder - she listens well, makes great notes, and makes sure that we all have copies of what we need. Barb made good notes, but she just kept them in a binder, and when she was away, we didn't have them."

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

5.1.1 c. ***Solves problems and generates new ideas, assess the results, and reevaluates the solution based on new information***

Brainstorming, two-column charts, Venn diagrams, "Cause & Effect" charts, ...

May say, "I thought we'd use a two-column chart to compare the two characters, but John suggested using a Venn diagram. It d wok better, because we put the similarities in the overlap, and the differences in the outside parts."

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

Specific Outcome 5.1.2

Grade 12

Encourage, Support, and Work with Others

Use Language to Show Respect

Evaluate the effectiveness of communication behaviours that 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)
• tone, volume, eye contact or avoidance, gestures, and posture

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 12 the student ...

5.1.2 a. *Uses appropriate verbal and nonverbal strategies independently*

Tone, volume, eye contact or avoidance, gestures, and 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 a discussion/activity, 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, "Disagreeing respectfully is sometimes hard. Even when you think that someone's idea is stupid, you can't say just that. It's hard to find something good in an idea sometimes, but if you don't, you could hurt someone's feelings."

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

5.1.2 b. *Adapts skills to positively interact with others, appropriate to particular settings and audiences*

E.g. Have internalized skills sufficiently to modify their application as required

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

May say, "I swear with my friends, but I would never swear around my aunties."

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 12

Encourage, Support, and Work with Others
Evaluate Group Process

Adapt personal behaviour to contribute to group success

**Group processes include:

- <u>communication</u> (taking turns, sharing ideas and information, listening, asking and answering relevant questions, responding to others' ideas, stating expectations, offering feedback, accepting feedback).
- <u>participation</u> (following directions, following procedures).
- <u>decision making</u> (solving problems, resolving conflicts, majority vs. minority, reaching consensus, agreeing to disagree).
- <u>role fulfillment</u> (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 12 the student ...

5.1.3 a. *Models positive effort and behaviour toward group success; have internalized skills sufficiently to modify their application as requ*

Meetings, checklists, "Think Alouds", ...

May say, "Sometimes I have to be willing to let someone else present when they really want to. If they see me do this, then mayt they'll be willing to let me do something that I really want to on another day."

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

5.1.3 b. **Reflects on personal behaviour of self and others that contributes to group success**

Journals, exit slips, peer reflection, ...

May say, "I realize how much it helps me to hear others' comments on my ideas. Now I try to ask people for comments to encou them to say something after I finish talking."

Through the effective teaching of this outcome, the following <u>Essential Skills</u> may be developed:
Thinking Skills
Working with Others

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

May say, "When I am the group participation monitor, I keep a tally chart of how often each person contributes, with their own ideas, and in response to someone else's. Then I can write them a note saying things like 'Good work' or 'Don't be afraid to say you think' at the end of the class."

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

Specific Outcome 5.2.1

Grade 12

Develop Community
Share Responses

Contribute to group effectiveness through cooperation and interaction

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

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 12 the student ...

5.2.1 a. *Participates in dialogue with group members and assess effectiveness of group contributions in developing objectives, generating ideas, assessing resources, contributing abilities and interests, monitoring progress and sharing responsibility for the completion of a project*

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

May say, "I'm starting to see that when everyone contributes, the project is better. Also, that we don't all contribute in the same way. Some people's work shows more than others' - like the person presenting compared to the one who did the research. But that doesn't mean that they both didn't both work hard."

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

5.2.1 b. *Encourages others in meeting their responsibilities for the completion of a project*

E.g. Asking others "What do you think?" or "What would you like to do?"

E.g. Use of observation checklist

May say, "When I am the group leader, I have to make sure that everyone contributes to the discussion, and to check on what group members think about our plan."

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

Specific Outcome 5.2.2

Grade 12

Develop Community

Appreciate Diversity

Celebrate and encourage the expression of diversity within 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, explorato talks, discussion webs, interviews, journals, dialogue journals, l artistic representations, literature responses, critical response, questions, elaboration, clarification, ...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 12 the student ...

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

May say, "Pai is stubborn - even though her grandfather gets mad at her when she wins the fight instead of being proud of her, still invites him to her school concert."

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

5.2.2 b. ***Reflects on ways in which the choices and motives of others provide insight into those of self and others***

May say, "When Pai invites her grandfather to her school concert, even though he had been so mean to her, it showed a lot of maturity. I wonder if I'd do that, or just be mad and ignore him."

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

5.2.2 c.   *Celebrates personal identity within a group*

Portfolios, personal collages or poems, reflections on group work, photographs of groups at work (planning, presenting, ...), ...

May say, "I'm really proud of my work with this group. I think everyone noticed how much I practiced saying the poem for our presentation."

Through the effective teaching of this outcome, the following <u>Essential Skills</u> may be developed:
Thinking Skills
Working with Others
Continuous Learning

Specific Outcome 5.2.3

Grade 12

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

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 12 the student ...

5.2.3 a.   ***Participates in organizing and celebrating special events, recognizing the importance and significance of language and visual images***

Researching community events and stories, interviewing elders, creating a 'community history map', ...

May say, "I really enjoyed the story sharing day that we had with the elders. I made up invitations, others organized refreshmen and two others made posters. We even video taped the elders who allowed us to."

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 12

Celebrate Community

Establish Portfolio

Expands and complete personal portfolio representing learning growth and contribution to group

**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.

General Example(s)
• goal setting, photos of participation, ...

• **multiple drafts of work are an expectation at this level**

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 12 the student ...

5.3.1 a.   *Demonstrates an understanding of lifelong learning by keeping an ongoing portfolio of accomplishments and representations of learning*

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

May say, "My portfolio this year include work from grades 10, 11, and 12. When I was getting it ready this year, I could really see how much I had improved. The poster samples I have in it really shows how much better I am at picking out pictures to help get my message across."

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

5.3.1 b.   *Evaluates how effectively strategies for increasing personal potential for success and happiness are applied and maintained ensuring success, presently and in the future*

Considering job expectations such as travel, training, experience, ...

May say, "I like driving heavy equipment. I could work in one of the mines, but once I have a family, I don't know if I'd want to be away from my family that much. Maybe I could work for one of the local contractors then."

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

5.3.1 c.   ***Reflects on learning and growth and revises an action plan for life beyond school, including short and long-term goals towards ongoing improvement and considering strengths, needs, interests, values, experience, community involvement and potential relationships***

Completing reflective prompts, reflection sheets, stickies with comments attached to work, 'Career Cruising' inventories, post secondary applications, ...

May say, "I really enjoyed the buddy reading program that we did this year. I also enjoyed volunteering at the children's games the spring carnival. Maybe I'll look into taking an early childhood education course next year."

Through the effective teaching of this outcome, the following <u>Essential Skills</u> may be developed:
Thinking Skills
Continuous Learning

Specific Outcome 5.3.2

Grade 12

Celebrate Community

Present Portfolio

Presents and shares accomplishments and learning with others

**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.

General Example(s)
• pair sharing, presentation to a group, peer and/or teacher conferences...

Learning Outcomes & Corresponding Illustrative Example(s)

By the end of Grade 12 the student ...

5.3.2 a.   *Presents portfolio to a selected audience confidently and independently*

Pair sharing, presentation to a group, conference with teacher or peer, ...

May say, "Although I used the prompts to prepare and practice presenting my portfolio, I was also able to answer the questions that the teacher asked me about some things in it."

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 independently and responds appropriately*

May say, "Although it's hard to wait sometimes, I remembered to give time for my portfolio reviewers to read the entries and make comments before I continued. If they didn't have anything today, I usually could ask them about what they thought about something in it that was important to me."

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