

Atlantic Canada

English Language Arts

CURRICULUM

High School
841890

New  Nouveau
Brunswick
1998

New Brunswick Department of Education Curriculum Development Branch

Acknowledgments

The Departments of Education of New Brunswick, Newfoundland and Labrador, Nova Scotia, and Prince Edward Island gratefully acknowledge the contribution of the regional English language arts common curriculum committee to the development of this guide. Current and past members of the committee include the following:

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The regional English language arts common curriculum committee gratefully acknowledges the suggestions, vignettes, student work, and other contributions of many educators from across the Atlantic region.

1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

<i>Grades 9/10</i>	<i>Grade 11</i>	<i>Grade 12</i>
<ul style="list-style-type: none"> examine the ideas of others in discussion to clarify and extend their own understanding 	<ul style="list-style-type: none"> follow up on and extend others' ideas in order to reflect upon their own interpretation of experiences 	<ul style="list-style-type: none"> examine others' ideas and synthesize what is helpful to clarify and expand on their own understanding
<ul style="list-style-type: none"> construct ideas about issues by asking relevant questions and responding thoughtfully to questions posed 	<ul style="list-style-type: none"> ask perceptive/probing questions to explore ideas and gain information 	<ul style="list-style-type: none"> ask discriminating questions to acquire, interpret, analyse, and evaluate ideas and information
<ul style="list-style-type: none"> present a personal viewpoint to a group of listeners, interpret their responses, and take others' ideas into account when explaining their positions 	<ul style="list-style-type: none"> address complex issues, present points of view backed by evidence, and modify, defend, or argue for their positions in response to opposing points of view 	<ul style="list-style-type: none"> articulate, advocate, and justify positions on an issue or text in a convincing manner, showing an understanding of a range of viewpoints
<ul style="list-style-type: none"> listen critically to analyse and evaluate ideas and information in order to formulate and refine opinions and ideas 	<ul style="list-style-type: none"> listen critically to evaluate others' ideas in terms of their own understanding and experiences, and identify ambiguities and unsubstantiated statements 	<ul style="list-style-type: none"> listen critically to analyse and evaluate concepts, ideas, and information

2. Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.

<i>Grades 9/10</i>	<i>Grade 11</i>	<i>Grade 12</i>
<ul style="list-style-type: none"> participate in a range of speaking situations, demonstrating an understanding of the difference between formal and informal speech 	<ul style="list-style-type: none"> use their awareness of the difference between formal and informal speech to interact effectively in panel discussions, formal debates, and other structured and formal situations 	<ul style="list-style-type: none"> interact in both leadership and support roles in a range of situations, some of which are characterized by complexity of purpose, procedure, and subject matter
<ul style="list-style-type: none"> recognize that communication involves an exchange of ideas (experiences, information, views) and an awareness of the connections between the speaker and the listener; use this awareness to adapt the message, language, and delivery to the context 	<ul style="list-style-type: none"> effectively adapt language and delivery for a variety of audiences and situations in order to achieve their goals or intents 	<ul style="list-style-type: none"> adapt language and delivery for a variety of audiences and purposes in informal and formal contexts, some of which are characterized by complexity of purpose, procedure, and subject matter
<ul style="list-style-type: none"> give precise instructions, follow directions accurately, and respond thoughtfully to complex questions 	<ul style="list-style-type: none"> ask and respond to questions in a range of situations, including those related to complex texts and tasks 	<ul style="list-style-type: none"> respond to a wide range of complex questions and directions
<ul style="list-style-type: none"> recognize that oral communication involves physical qualities and language choices depending on situation, audience, and purpose 	<ul style="list-style-type: none"> critically evaluate others' uses of language and use this knowledge to reflect on and improve their own uses of language 	<ul style="list-style-type: none"> reflect critically on and evaluate their own and others' uses of language in a range of contexts, recognizing elements of verbal and non-verbal messages that produce powerful communication

3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

<i>Grades 9/10</i>	<i>Grade 11</i>	<i>Grade 12</i>
<ul style="list-style-type: none"> • demonstrate active listening and respect for the needs, rights, and feelings of others - analyse the positions of others 	<ul style="list-style-type: none"> • demonstrate sensitivity and respect in interaction with peers and others in both informal and formal situations 	<ul style="list-style-type: none"> • consistently demonstrate active listening and concern for the needs, rights, and feelings of others
<ul style="list-style-type: none"> • demonstrate an awareness of the power of spoken language by articulating how spoken language influences and manipulates, and reveals ideas, values, and attitudes 	<ul style="list-style-type: none"> • discuss and experiment with some language features in formal, defined structures that enable speakers to influence and persuade audiences 	<ul style="list-style-type: none"> • demonstrate how spoken language influences and manipulates, and reveals ideas, values, and attitudes
<ul style="list-style-type: none"> • demonstrate an awareness of varieties of language and communication styles - recognize the social contexts of different speech events 	<ul style="list-style-type: none"> • adapt language and communication style to audience, purpose, and situation 	<ul style="list-style-type: none"> • address the demands of a variety of speaking situations, making critical language choices, especially of tone and style - express individual voice, enabling them to remain engaged, but be able to determine whether they will express themselves or remain silent

4. Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

<i>Grades 9/10</i>	<i>Grade 11</i>	<i>Grade 12</i>
<ul style="list-style-type: none"> read a wide variety of print texts which include drama, poetry, fiction, and non-fiction from contemporary, pre-twentieth century, Canadian and world writing 	<ul style="list-style-type: none"> read a wide variety of print texts, recognizing elements of those texts that are relevant to their own lives and community 	<ul style="list-style-type: none"> select texts to support their learning needs and range of special interests
<ul style="list-style-type: none"> view a wide variety of media and visual texts, such as broadcast journalism, film, television, advertising, CD-ROM, Internet, music videos 	<ul style="list-style-type: none"> view a wide variety of media and visual texts, comparing and analysing the structure, genre, style, and cultural diversity of the different texts 	<ul style="list-style-type: none"> read widely and experience a variety of literary genres and modes from different provinces and countries, and world literature from different literary periods
<ul style="list-style-type: none"> seek meaning in reading, using a variety of strategies such as cueing systems, utilizing prior knowledge, analysing, inferring, predicting, synthesizing, and evaluating 	<ul style="list-style-type: none"> assess ideas, information, and language, synthesizing and applying meaning from diverse and differing perspectives 	<ul style="list-style-type: none"> articulate their understanding of ways in which information texts are constructed for particular purposes
<ul style="list-style-type: none"> use specific strategies to clear up confusing parts of a text (e.g. reread/review the text, consult another source, ask for help) and adjust reading and viewing rate (e.g. skimming, scanning, reading/viewing for detail) according to purpose 	<ul style="list-style-type: none"> demonstrate an understanding of and apply the strategies required to gain information from complex print texts and multimedia texts 	<ul style="list-style-type: none"> use the cueing systems and a variety of strategies to construct meaning in reading and viewing complex and sophisticated print and media texts
<ul style="list-style-type: none"> demonstrate an understanding of the impact literary devices and media techniques (editing, symbolism, imagery, figurative language, irony, etc.) have on shaping the understanding of a text 	<ul style="list-style-type: none"> articulate their understanding of the purpose of the author in relation to the impact of literary devices and media techniques on the reader or viewer 	<ul style="list-style-type: none"> articulate their own processes and strategies in exploring, interpreting, and reflecting on sophisticated texts and tasks

5. Students will be expected to interpret, select, and combine information, using a variety of strategies, resources, and technologies.

<i>Grades 9/10</i>	<i>Grade 11</i>	<i>Grade 12</i>
<ul style="list-style-type: none"> • research, in systematic ways, specific information from a variety of sources - select appropriate information to meet the requirements of a learning task - analyse and evaluate the chosen information - integrate the chosen information, in a way that effectively meets the requirements of a learning task and/or solves personally defined problems 	<ul style="list-style-type: none"> • acquire information from a variety of sources, recognizing the relationships, concepts, and ideas that can be utilized to generate student text - select appropriate information from a variety of sources, making meaningful selections for their own purposes - recognize and reflect upon the appropriateness of information for the purpose of making meaningful student text - synthesize information from a range of sources, including the electronic network, to address a variety of topics and issues 	<ul style="list-style-type: none"> • access, select, and research, in systematic ways, specific information to meet personal and individual learning needs - use the electronic network and other sources of information, in ways characterized by complexity of purpose, procedure, or subject matter - evaluate their research processes

6. Students will be expected to respond personally to a range of texts.

<i>Grades 9/10</i>	<i>Grade 11</i>	<i>Grade 12</i>
<ul style="list-style-type: none"> • articulate personal responses to text by expressing and supporting a point of view about the issues, themes, and situations within texts, citing appropriate evidence 	<ul style="list-style-type: none"> • recognize and articulate the elements of information from a variety of sources that trigger personal responses 	<p>their understanding</p> <ul style="list-style-type: none"> • make informed personal responses to increasingly challenging print and media texts and reflect on their responses
<ul style="list-style-type: none"> • respond to the texts they are reading and viewing by questioning, connecting, evaluating, and extending 	<ul style="list-style-type: none"> • make connections between the ideas and information presented in literary and media texts and their own experiences 	<ul style="list-style-type: none"> - make connections between their own values, beliefs, and cultures and those reflected in literary and media texts
<ul style="list-style-type: none"> • make thematic connections among print texts, public discourse, and media 	<ul style="list-style-type: none"> • make connections among the themes, issues, and ideas expressed in various texts 	<ul style="list-style-type: none"> - analyse thematic connections among texts and articulate an understanding of the universality of many themes
<ul style="list-style-type: none"> • demonstrate a willingness to consider more than one interpretation of text 	<ul style="list-style-type: none"> • demonstrate a willingness to explore multiple perspectives on text 	<ul style="list-style-type: none"> - demonstrate a willingness to explore diverse perspectives to develop or modify their points of view
	<ul style="list-style-type: none"> • justify points of view on various print and media texts 	<ul style="list-style-type: none"> • articulate and justify points of view about texts and text elements
	<ul style="list-style-type: none"> • recognize and articulate feelings about ambiguities in complex texts, interpreting details and subtleties to clarify 	<ul style="list-style-type: none"> - interpret ambiguities in complex and sophisticated texts

7. Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

<i>Grades 9/10</i>	<i>Grade 11</i>	<i>Grade 12</i>
<ul style="list-style-type: none"> • examine the different aspects of texts (language, style, graphics, tone, etc.) that contribute to meaning and effect • make inferences, draw conclusions, and make supported responses to content, form, and structure 	<ul style="list-style-type: none"> • recognize the commonalities and differences in form, structure, and ideas of various texts • recognize how the artful use of language and the structures of genre and text can influence or manipulate the reader/viewer 	<ul style="list-style-type: none"> • critically evaluate the information they access
<ul style="list-style-type: none"> • explore the relationships among language, topic, genre, purpose, context, and audience • recognize the use and impact of specific literary and media devices (e.g. figurative language, dialogue, flashback, symbolism) • discuss the language, ideas, and other significant characteristics of a variety of texts and genres 	<ul style="list-style-type: none"> • examine the relationships among language, topic, purpose, context, and audience • examine the relationship of specific elements within and among texts • analyse the merits of the language, ideas, and other significant characteristics of a variety of texts and genres 	<ul style="list-style-type: none"> • show the relationships among language, topic, purpose, context, and audience - note the relationship of specific elements of a particular text to elements of other texts - describe, discuss, and evaluate the language, ideas, and other significant characteristics of a variety of texts and genres
<ul style="list-style-type: none"> • respond critically to a variety of print and media texts • demonstrate an awareness that texts reveal and produce ideologies, identities, and positions • evaluate ways in which both genders and various cultures and socio-economic groups are portrayed in media texts 	<ul style="list-style-type: none"> • respond critically to complex print and media texts • explore the diverse ways in which texts reveal and produce ideologies, identities, and positions • reflect on their responses to print and media texts, considering their own and others' social and cultural contexts 	<ul style="list-style-type: none"> • respond critically to complex and sophisticated texts - examine how texts work to reveal and produce ideologies, identities, and positions - examine how media texts construct notions of roles, behaviour, culture, and reality - examine how textual features help a reader and viewer to create meaning of the texts

8. Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imagination.

<i>Grades 9/10</i>	<i>Grade 11</i>	<i>Grade 12</i>
<ul style="list-style-type: none"> • use writing and other ways of representing to - extend ideas and experiences - reflect on their feelings, values, and attitudes - describe and evaluate their learning processes and strategies 	<ul style="list-style-type: none"> • use writing and other ways of representing to - explore, interpret, and reflect on their experiences with a range of texts and issues - monitor the language and learning processes and strategies they use - record and assess their achievements as language users and learners - express their feelings, and reflect on experiences that have shaped their ideas, values, and attitudes 	<ul style="list-style-type: none"> • use writing and other ways of representing to explore, extend, and reflect on - their experiences with and insights into challenging texts and issues - the writing processes and strategies they use - their achievements as language users and learners - the basis for their feelings, values, and attitudes
<ul style="list-style-type: none"> • use note-making, illustrations, and other ways of representing to reconstruct knowledge 	<ul style="list-style-type: none"> • use note-making strategies to document experience and reconstruct knowledge by - paraphrasing - summarizing - using note cards, note-taking sheets, research grids - video or audio techniques 	<ul style="list-style-type: none"> • use note-making strategies to reconstruct increasingly complex knowledge - explore the use of photographs, diagrams, storyboards, etc., in documenting experiences
<ul style="list-style-type: none"> • choose language that creates interesting and imaginative effects 	<ul style="list-style-type: none"> • make informed choices of language and techniques to enhance the impact of imaginative writing and other ways of representing 	<ul style="list-style-type: none"> • make effective choices of language and techniques to enhance the impact of imaginative writing and other ways of representing

9. Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

<i>Grades 9/10</i>	<i>Grade 11</i>	<i>Grade 12</i>
<ul style="list-style-type: none"> • demonstrate skills in constructing a range of texts for a variety of audiences and purposes 	<ul style="list-style-type: none"> • construct increasingly complex texts, using a range of forms to serve their purposes 	<ul style="list-style-type: none"> • produce writing and other forms of representation characterized by increasing complexity of thought, structure, and conventions
<ul style="list-style-type: none"> • create an organizing structure appropriate to the purpose, audience, and context of texts - select appropriate form, style, and content for specific audiences and purposes - use a range of appropriate strategies to engage the reader/viewer 	<ul style="list-style-type: none"> • create a clear and coherent structure in various forms of writing and media production - make informed choices of form, style, and content to address the demands of different audiences and purposes - use effective strategies to engage the reader/viewer 	<ul style="list-style-type: none"> • demonstrate an understanding of the ways in which the construction of texts can create, enhance, or control meaning - make critical choices of form, style, and content to address increasingly complex demands of different purposes and audiences
<ul style="list-style-type: none"> • analyse and reflect on others' responses to their writing and audiovisual productions and consider those responses in creating new pieces 	<ul style="list-style-type: none"> • use audience feedback in the process of writing and media production to improve the effectiveness of final products 	<ul style="list-style-type: none"> • evaluate the responses of others to their writing and media production

10. Students will be expected to use a range of strategies to develop effective writing and other ways of representing, and to enhance clarity, precision, and effectiveness.

<i>Grades 9/10</i>	<i>Grade 11</i>	<i>Grade 12</i>
<ul style="list-style-type: none"> demonstrate an awareness of what writing/representation processes and presentation strategies work for them in relation to audience and purpose 	<ul style="list-style-type: none"> apply a variety of writing/representation strategies to construct increasingly complex texts 	<ul style="list-style-type: none"> apply their knowledge of what strategies are effective for them as creators of various writing and other representations
<ul style="list-style-type: none"> consistently use the conventions of written language in final products 	<ul style="list-style-type: none"> demonstrate control of the conventions of written language in final products 	<ul style="list-style-type: none"> use the conventions of written language accurately and consistently in final products
<ul style="list-style-type: none"> experiment with the use of technology in communicating for a range of purposes 	<ul style="list-style-type: none"> make informed choices about the use of computer and media technology to serve their communication purposes 	<ul style="list-style-type: none"> use technology effectively to serve their communication purposes - design texts that they find aesthetically pleasing and useful
<ul style="list-style-type: none"> demonstrate commitment to crafting pieces of writing and other representations 	<ul style="list-style-type: none"> demonstrate a commitment to crafting a range of writing and other representations 	<ul style="list-style-type: none"> demonstrate a commitment to the skilful crafting of a range of writing and other representations
<ul style="list-style-type: none"> use a range of materials and ideas to clarify writing and other ways of representing for a specific audience (e.g. graphs, illustrations, tables) 	<ul style="list-style-type: none"> use information from a variety of sources to construct and communicate meaning 	<ul style="list-style-type: none"> integrate information from many sources to construct and communicate meaning

1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Grades 9/10

- examine the ideas of others in discussion and presentation to clarify and extend their own understanding
- construct ideas about issues by asking relevant questions and responding thoughtfully to questions posed
- present a personal viewpoint to a group of listeners, interpret their responses, and take others' ideas into account when explaining their positions
- listen critically to analyse and evaluate ideas and information in order to formulate and refine opinions and ideas

Grade 11

- Have students working in pairs, small groups, or the teacher share their personal responses (ideas, feelings, thoughts, memories, connections, etc.) to a poem, movie, passage from a text, song, etc. After taking turns sharing their initial responses, students can then *open* the discussion to expand, compare, and explore the many different responses.
- Model for students when to ask questions, what questions to ask, and how to give appropriate responses.
- Have students observe taped or live interviews conducted by classmates. While observing and listening to the interviews, they are to focus on questions and responses, taking note of questions that are relevant and clearly articulated and responses that provide the information asked for. A class discussion after this activity can generate a list of criteria for when and how to ask questions.
- Have students prepare a short questionnaire on a particular issue (e.g. homework habits, amount and type of television viewed, essential qualities a friend must have) and interview five or six classmates. Then have the students write up the results of their interviews and, more importantly, identify the strengths/weaknesses of the questions and responses. Sharing these results, the class can generate criteria for interviewing.
- Using a prepared list of statements or questions on controversial topics, give students, working in pairs, a limited time to develop supporting reasons for a chosen statement/question that they can then present to the rest of the class in a one-minute impromptu speech. Have students listen carefully to evaluate these persuasive presentations looking for gaps in logic, incorrect or conflicting information, and convincing arguments.

Grades 9/10	Grade 11	Classroom Activities Grade 12
<ul style="list-style-type: none"> • Observe students during class discussion and/or small-group conversation, noting those students who contribute, ask questions, and get involved in extending their own understanding. • Observe students during class discussion and/or small-group conversation, noting those students who demonstrate a clear understanding of how to ask questions calling for elaboration, clarification, or qualification, and of how to respond thoughtfully and appropriately to such questions. • Have students work in pairs to conduct an audiotaped interview. Pairs exchange tapes and write an assessment of the interview based on class-developed criteria such 		<p>I get students, each Monday, to make an oral presentation. I call this time <i>Something to Think About</i>. The volunteer presents an opinion on a subject, then asks the class two questions. The class respond in journals and orally share their viewpoints. We have had some really interesting discussions this year on a variety of topics.</p> <p>(Grades 9/10 teacher)</p>