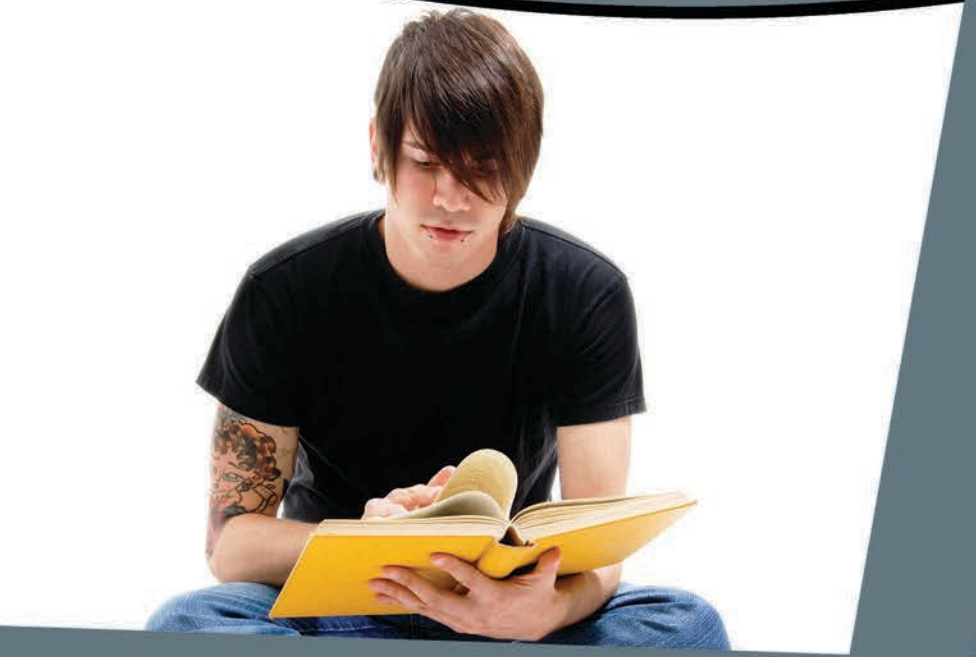
English Language Arts

Prince Edward Island
CANADA
Education, Early Learning and Culture
English Programs



Grade 12

Prince Edward Island
English Language Arts Curriculum

2015
Prince Edward Island
Department of Education,
Early Learning and Culture
Holman Centre
250 Water Street, Suite 101
Summerside, Prince Edward Island
Canada, C1N 1B6
Tel: (902) 438-4130
Fax: (902) 438-4062
www.gov.pe.ca/eecd/

English Language Arts

Grade 12

The Prince Edward Island Department of Eduction, Early Learning and Culture gratefully acknowledge the contribution of the Grade 12 English language arts curriculum committee on the development of this curriculum guide:

Charity Becker	Charlottetown Rural High School
Ian Coffin	Morell Regional High School
Jane Hastelow	English Language School Board
Kendra MacLaren	Department of Eduction, Early Learning and Culture
Mark Ramsay	Department of Eduction, Early Learning and Culture
Michèle Bradley	Department of Eduction, Early Learning and Culture

Additional recognition is due to the many pilot teachers who provided feedback and suggestions throughout the process.

For sharing research and standards which have guided the planning and development process of the Grade 12 English language arts curriculum guide:

Atlantic Canada English Language Arts Curriculum (Grade 7-9)
Atlantic Canada English Language Arts Curriculum (Grade 10-12)
Saskatchewan Ministry of Education English Language Arts (Grade 9)
New Brunswick Department of Eduction and Early Childhood Development Reading and Writing Standards (Grade 12)

Introduction

Purpose of the Grade 12 English Language Arts Curriculum Guide 1

The Nature of English Language Arts 1

Comprehension and Metacognition 2

Definition of Text 2

An Effective English Language Arts Program 3
- Zone of Proximal Development 3
- Gradual Release of Responsibility 4

Inquiry Based Learning 5
- Introduction 5
- Sample Inquiry Model 5
- Inquiry Stages and Skills 6
- Guided Inquiry 7
- Habits of Mind for Inquiry 7

Curriculum Guide

Principles Underlying the English Language Arts Curriculum 9

Resources 12

The Cognitive Process Dimension 13

Overview of the 10 Specific Curriculum Outcomes (SCOs) 14

Table of Specifications 45

Scaffold of the Grades 9-12 English Language Arts Specific Curriculum Outcomes (SCOs) 16
Speaking and Listening 16
Reading and Viewing 17
Writing and Other Ways of Representing 18

Specific Curriculum Outcomes (SCOs), Achievement Indicators, and Elaborations

SCO 1: justify understanding of an idea, issue, or text through effective communication 20

SCO 2: generate a defence while engaging in formal conversation 22

SCO 3: critically evaluate their own and others' oral text 24

SCO 4: evaluate purpose, structure, and characteristics of a wide variety of complex texts (fiction, non-fiction, drama, poetry/lyrics, visual/multimedia, and multi-genre study) 26

SCO 5: evaluate the effectiveness of literary devices within literature, media, and various forms of representing 28

SCO 6: evaluate how ideologies are portrayed in a variety of texts 30

SCO 7: integrate properly cited information from a wide variety of sophisticated and reliable sources 32

SCO 8: construct a range of complex texts for a variety of audiences and purposes (expressive, persuasive, persuasive research, visual/multimedia, and creative multi-genre collection) 34

SCO 9: provide specific critical feedback on self, peer, and/or modelled text using success criteria 36

SCO 10: enhance personal text based on self, peer, and/or teacher critical feedback 38

Other

Bibliography 40

Overview of the 10 Specific Curriculum Outcomes (SCOS), Pull-Out Sheet 41

Purpose of the Grade 12 English Language Arts Curriculum Guide

This guide has been developed to support teachers in the implementation of the Grade 12 English language arts curriculum. It provides a comprehensive framework on which teachers can base decisions concerning learning experiences, instruction, student assessment, resources, and program evaluation.

This guide

- recognizes that language development is part of an ongoing learning process;
- reflects current research, theory, and effective classroom practice;
- provides flexibility for teachers in planning instruction to meet the needs of all students;
- outlines curriculum outcomes, achievement indicators, and elaborations.

The Nature of English Language Arts

English language arts encompasses the experience, study, and appreciation of language, literature, media, and communication. It involves language processes: speaking, listening, reading, viewing, writing, and other ways of representing.

Language is the principal means through which communicators formulate thought and the medium through which they communicate thought with others. The application of these interrelated language processes is fundamental to the development of language abilities, cultural understanding, and creative and critical thinking.

Language is learned most naturally when the various processes are integrated, and when the practice of skills and strategies are kept within meaningful language contexts. The curriculum guide encourages and promotes that English language arts be taught in an integrated manner so that the interrelationship between and among the language processes will be understood and applied by students. This integrated approach should be based on students' prior experiences with language and on meaningful activities involving speaking, listening, reading, viewing, writing, and other ways of representing.

The English language arts curriculum encourages teachers to engage students in a range of experiences and interactions with a variety of texts designed to help them develop increasing control over the language processes, to use and respond to language more effectively and purposefully, and to understand why language and literacy are so central to their lives.

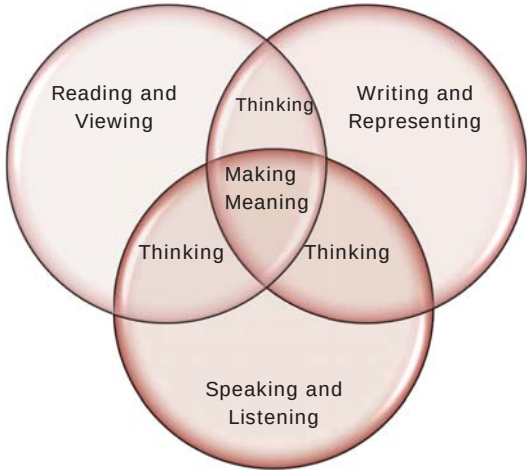


Figure 1: The Nature of English Language Arts
Source: Department of Education and Early Childhood Development, English Programs, Atlantic Canada English Language Arts, Grades 7-9 (2011), Print, Page 33, Figure 3.

Comprehension and Metacognition

When students experience language arts in an integrated fashion, they use speaking and listening, reading and viewing, and writing and other ways of representing interdependently to comprehend and make meaning. For example, a structured talk may lead to writing, while viewing graphs and images may also lead to writing. Students can make meaning with and from text. Students who monitor their learning, assess their strengths and needs, and set goals for improvement become independent, lifelong learners. By thinking about how they think and learn, students gain personal control over the strategies they use when engaged in literary activities. This control develops through metacognition — that is, becoming aware of, and more purposeful in using the strategies for self-monitoring, self-correcting, reflecting, and goal setting to improve learning. Every student can develop metacognitive strategies and skills when teachers explain, model, and help them to practise talking and writing about their thinking.

Definition of Text

In this document, the term *text* is used to describe any language event, whether oral, written, visual, or digital. In this sense, a conversation, a poem, a novel, an online exchange, a poster, a music video, or a multimedia production are all considered texts. The term is an economical way of suggesting the similarity among the many skills involved in viewing a film, interpreting a speech, or responding to an online forum. This expanded concept of text takes into account the diverse range of texts with which people interact and from which they construct meaning throughout their lives and on a day to day basis.

An Effective English Language Arts Program

English language arts teachers can help all students become competent and confident language users. An effective English language arts program

- focuses on grade-specific outcomes that specify the skills, knowledge, and attitudes that students are expected to know and be able to demonstrate;
- demonstrates meaningful contexts for students to gain opportunities to speak and listen, read and view, and write and represent in other ways;
- encourages inquiry-based learning that builds on students' sense of curiosity – drawing on their diverse backgrounds, interests, and experiences, and providing them with opportunities to question for deeper understanding;
- encourages students to extend their learning beyond the classroom into the local, national, and international communities;
- focuses on the language arts processes and the associated elements and conventions to enable students to understand, appreciate, and use language in a variety of situations for communication, learning, and personal satisfaction;
- includes a range of texts in oral, visual, multimedia, print, and non-print forms to help students achieve the learning outcomes;
- includes resources that are engaging, current, relevant, credible, and representative of many viewpoints;
- teaches students how to move from teacher-supported and guided lessons to independent learning.

Zone of Proximal Development

In an effective language arts program, teachers choose their instructional activities to model and scaffold composition, comprehension, and metacognition that is just beyond the student's independence level. Psychologist Lev Vygotsky refers to this as the *zone of proximal development*.

The zone of proximal development is where learning can be supported most effectively and extended with instruction. Teachers are able to define a learner's immediate needs and shifting developmental status, allowing for what has already been achieved and for what the learner will be able to achieve in the future.

Teachers can recognize when a student is within the zone of proximal development by asking questions and recognizing the learner's individual learning style. Anything that a student can learn with the assistance and support of a teacher, peers, and the instructional environment is said to lie within the student's zone of proximal development. With enough assisted practice, the student will internalize the strategies and language for completing this task, supporting the gradual release of responsibility described on the next page.

Gradual Release of Responsibility

Teachers must determine when students can work independently and when they require assistance. In the *gradual release of responsibility* approach, students move from a high level of teacher support to independent practice, as they become more skilled at applying the new strategies. The teacher models a concept or strategy and makes explicit the thinking he/she engages in when choosing and applying that strategy in a specific context. Gradually, students are given more independence and are empowered to make the comprehension strategies their own. If necessary, the teacher increases the level of support when students need further assistance. Figure 2 below provides a visual representation of this process.

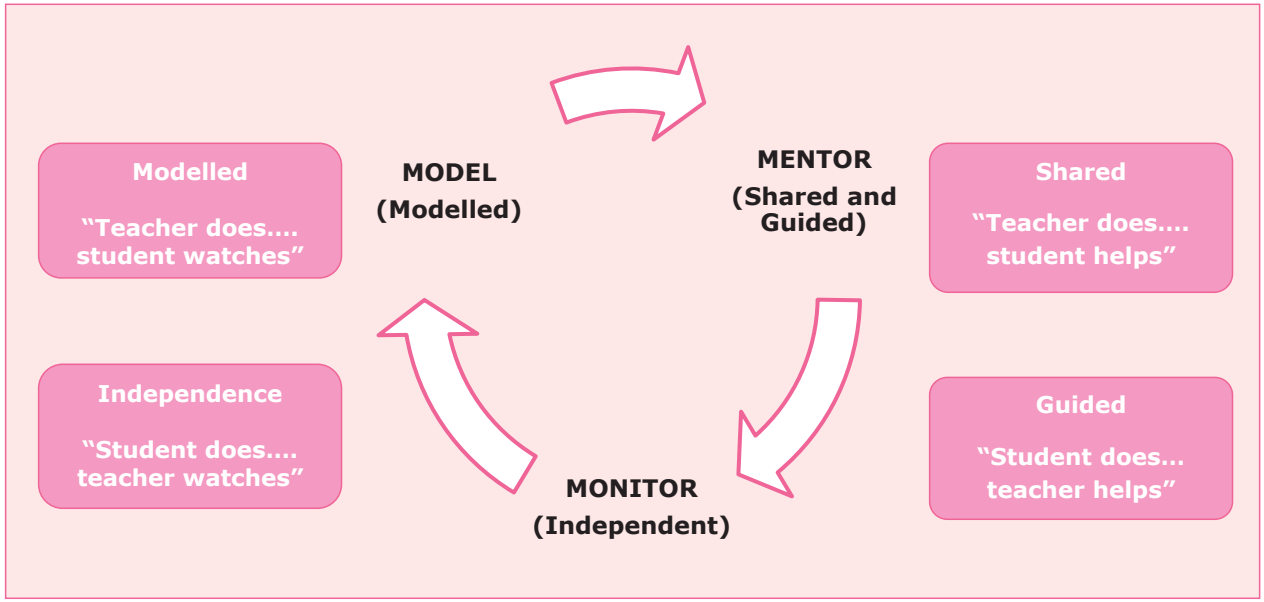


Figure 2: Gradual Release of Responsibility
Source: Department of Education and Early Childhood Development, English Programs, Atlantic Canada English Language Arts, Grades 7-9 (2011), Print, Page 10, Figure 2.

Guided practice supports student independence. As a student demonstrates success, the teacher gradually decreases support.

Inquiry Based Learning

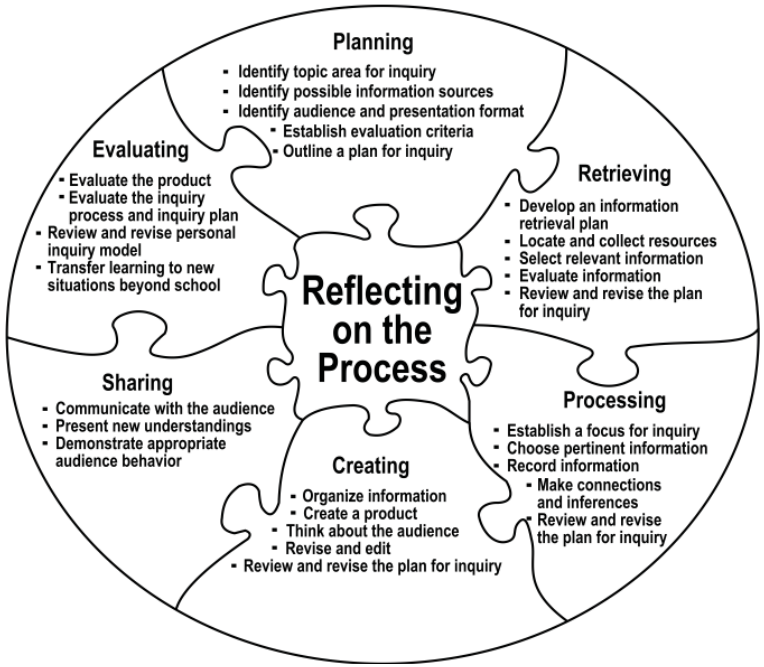
Introduction

Inquiry Based learning (IBL) allows students to explore, investigate, and construct new meaning from prior knowledge and from new information that is retrieved from other sources. It is not linear in nature, but promotes a continual looping back and forth throughout the process as students gather and process new information, redirect their inquiries, and continue through the process. Inquiry into a research topic issue will require students to practise and refine their critical and creative-thinking skills. "Inquiry" and "research" are often used interchangeably within an educational context. While research often becomes the end-result of an inquiry process, it is the process itself — working with acquired information and reformulating it into newly-constructed meaning — that is emphasized in this course.

In order for students of Grade 12 English language arts to become fully engaged in the inquiry process, they will need to draw upon their prior knowledge, conduct preliminary research to help them define the direction of their inquiry, and ask many questions. A research plan will ensure that students know what is expected of them and will provide a means of keeping track of progress throughout the inquiry unit.

A Sample Inquiry Model

The following graphic from Alberta Learning's "Focus on Inquiry" guide (2004) provides a sample visual model based on six phases associated with the inquiry process.



Inquiry Stages and Skills

The Alberta inquiry model on the previous page is only one example of an inquiry model. Other models may use variations of these phases, terminology, or headings. Below is another model that uses three stages to organize its inquiry model.

Independent inquiry involves certain process skills (learned abilities), habits of mind (acquired attitudes), and responsibilities related to interaction with new information. Independent thinkers will practise multiple strategies to maneuver through an inquiry process. A typical inquiry process may follow three stages — **Beginning Inquiry**, **Ongoing Inquiry**, and **Concluding Inquiry** — each stage associated with specific skills and corresponding to sequential phases within the inquiry model used in this document. Note that there may be some overlap of phases.

Beginning Inquiry Stage (Planning and Retrieving)

- using prior and background knowledge as a basis for new inquiry
- developing and refining a range of inquiry questions
- finding, evaluating, and selecting appropriate sources in a range of formats (e.g., textual, digital, visual, other media) to pursue inquiry

Ongoing Inquiry Stage (Retrieving and Processing)

- evaluating information for accuracy, validity, appropriateness, relevance, and context
- interpreting and contextualizing information from different sources by identifying main ideas and supporting evidence, conflicting ideas, biases, and points of view
- using technology to access and organize information
- collaborating with others to exchange new ideas and develop new understandings

Concluding Inquiry Stage (Creating, Sharing, and Evaluating)

- using writing, media and visual literacy, and technology skills to create a product that expresses new understandings
- using communication skills to share new understandings in a way that others can access, view, and use
- using information and technology ethically and responsibly by documenting sources accurately, avoiding plagiarism, and respecting the rules of intellectual property

Adapted from *Standards for the 21st-Century Learner*, (2007), AASL

Guided Inquiry

Guided inquiry draws upon the expertise of teachers and teacher-librarians in directing students to find a variety of sources to address an inquiry, solve a problem, or increase understanding of an issue. This type of ongoing mentoring of students requires careful planning and ongoing assessment. However, the rewards of a guided inquiry approach are many. Students are more engaged when they are grappling with a question of their own making, and they develop more competencies as they work through the process of finding relevant information, evaluating that information, and analysing their findings. The guided inquiry approach in Grade 12 English language arts takes students through stages of an inquiry a step at a time. Students will learn how to navigate each stage by first following a teacher-led model of the step, and then applying the skill learned in this stage to their own inquiry project.

Habits of Mind for Inquiry

Students grow as independent inquirers and critical thinkers by developing and refining learned inquiry skills, and by practising positive dispositions that support their inquiry. Habits of mind for inquiry are the attitudes or dispositions that allow a person to set aside personal biases or self-limiting beliefs that may interfere with the ability to reach newer levels of understanding. To achieve deeper understanding in any inquiry, students need to practise being

1) open-minded (willing to consider evidence that may oppose their own views);
2) fair-minded (willing to consider others' viewpoints);
3) independent-minded (willing to stand up for firmly held beliefs);
4) critical thinkers (willing and able to question for clarity and validity.

Additional habits of mind that lead to a successful inquiry include persistence, adaptability, and the ability to collaborate. These habits of mind enable a student to deal with common obstacles that arise during an inquiry process. Persistence in pursuing information, despite challenges, will ensure a broad range of information on which to base new meaning. Adaptability allows a student to deal with possible changes related to focus questions, resources, or strategies. A willingness and ability to collaborate with others will enrich the inquiry process and lead to a broader and deeper understanding of new information for all involved.

Adapted from Active Citizenship: *Student Action Projects* (2004), and *Standards for the 21st Century Learner*, (2007), AASL.

Prince Edward Island
CANADA

Education, Early Learning and Culture
English Programs

Prince Edward Island English Language Arts Curriculum

English Language Arts

Grade 12

CURRICULUM

Principles Underlying the English Language Arts Curriculum

- Language is the primary instrument of thought and the most powerful tool students have for developing ideas and insights, for giving significance to their experiences, and for making sense of both their world and their possibilities within it.
- Language learning is an active process of constructing meaning, drawing on all sources and ways of knowing.
- Language learning is personal and intimately connected to individuality.
- Language expresses cultural identity.
- Language learning develops out of students' home language and their social and cultural experiences.
- Language learning is developmental. Students develop flexibility and fluency in their language use over time.
- Language is best learned when it is integrated. All the language processes are interrelated and interdependent.
- Language is learned holistically. Students best understand language concepts in context rather than in isolation.
- Students learn language through purposeful and challenging experiences designed around stimulating ideas, concepts, issues, and themes that are meaningful to them.
- Students learn best when they are aware of the strategies and processes they use to construct meaning and to solve information-related problems.
- Students need frequent opportunities to assess and evaluate their own learning and performance.
- In the process of learning, students need various forms of feedback from peers, teachers, and others — at school, at home, and in the community.
- Language learning is continual and multidimensional. It can best be assessed by the use of multiple types of evidence that reflect authentic language use over time.
- Students must have opportunities to communicate in various modes what they know and are able to do.
- Assessment must be an integral and ongoing part of the learning process itself and not limited to final products.

What English Language Arts IS	What English Language Arts IS NOT
Using visual, multimedia, oral, and written communication competently, appropriately, and effectively for a range of purposes	Using only print resources with a fictional emphasis for a limited range of purposes (usually isolated to a school task)
Recognizing the central role of language in communicating, thinking, and learning	Letting literature drive the program
Setting meaningful and relevant contexts for teaching and learning, including connections to students' experiences, knowledge, and personal and cultural identity	Giving isolated language activities and using unrelated texts
Helping students know what and why they are learning and doing something (sharing outcomes, achievement standards, and exemplars)	Having only teacher awareness of the outcomes and not sharing them with students
Teaching and learning for deep understanding (including using compelling questions as a focus)	Asking and answering solely teacher-directed questions
Making meaning of ideas or information received (when listening, reading, and viewing)	Answering knowledge/comprehension questions individually, after reading print texts
Creating meaning for students and others (through speaking, writing, and representing)	Using only limited forms of communication, usually writing
Using critical, creative, and metacognitive processes to make sense of ideas, information, and experiences	Accessing and accepting isolated information at face value
Creating, critiquing, and applying knowledge, not just "having" it	Gaining knowledge but not using it
Participating, contributing, and making connections to the world beyond the classroom	Not considering the implications of issues within the broader community
Questioning students' assumptions about the world and their place in it	Accepting a Eurocentric and complacent view of the world

What English Language Arts IS	What English Language Arts IS NOT
Using a variety of strategies (before, during, and after), depending upon the activity	Following only teacher-directed skills and strategies, and spending time on isolated skill and drill
Understanding how language really works (e.g., discourse, registers, sociolinguistic features and functions, cues and conventions) and consciously using grammatical conventions for purpose and effect	Learning grammar for grammar's sake
Engaging in inquiry based learning	Doing a project or, if time permits, a series of activities to bring closure
Recognizing and respecting a range of world views	Not thinking critically about whose world view is presented
Using assessment and evaluation to guide and improve learning, and provide students with opportunities to reflect, monitor, self-assess, and set targets for learning	Not allowing students to reflect on or analyse their own progress
Showing proof of learning	Avoiding any accountability for learning
Allowing students to reflect on their own learning and literacy	Assuming that the responsibility for learning and literacy lies with the teacher
Developing a disposition to lifelong learning	Setting short-term goals for learning (for example, "Is it on the test?")
Using contemporary technologies to learn and to document understanding	Using limited or inappropriate technology for technology's sake

This table has been adapted from English Language Arts 9 (Saskatchewan Ministry of Education, 2008). Used with permission of the Saskatchewan Ministry of Education.

Resources

The Prince Edward Island Department of Education, Early Learning and Culture has listed a variety of authorized resources in the *Senior High Program of Studies and List of Authorized Materials*. The evaluation and selection of these resources includes a thorough process outlined in the guide, *Evaluation and Selection of Learning Resources*. On some occasions, this includes consultation with outside groups such as the Human Rights Commission and the Mi'kmaq Confederacy of PEI. The Department of Education, Early Learning and Culture does not mandate any particular resource in the teaching of Grade 12 English language arts; however, approved and suggested resources are outlined in the *Senior High Program of List of Studies and Authorized Materials*.

It is important to note that resources are approved for different purposes. Some novels are specifically authorized either for a full class or as an independently selected text. Other novels are only authorized as an independently selected text. Independently selected texts are not intended to be used as a full class resource. Students are to select these resources based on their own interests. This may include participation in a book club or independent reading program. This distribution is identified in the *Senior High Program of Studies and List of Authorized Materials*.

It is crucial that teachers remain focused on the skills outlined in the curriculum and not misinterpret a student's ability or inability to master a specific resource as a sole indicator of success or failure. Students are encouraged to acquire the skills highlighted in the specific curriculum outcomes through a variety of complex texts and should receive multiple opportunities throughout the course to improve and fulfill the achievements outlined in the corresponding achievement indicators. Achievement indicators are provided to help explain the depth and breadth of each of the specific curriculum outcomes. Elaborations provide further explanation.

A balanced literacy program involves the gradual release of responsibility. See page 4 for more information. The suggested division of modelled, shared and independent texts includes:

- Modelled 25% of the time
- Shared 25% of the time
- Independent 50% of the time

The purpose of this curriculum is to allow teachers to guide their students to a high level of skill in all three strands of the English Language Arts Program: Speaking and Listening, Reading and Viewing, and Writing and Other Ways of Representing.

If you have questions regarding the curriculum or resources, please contact the Secondary Language Arts Curriculum Specialist at the Department of Eduction, Early Learning and Culture.

The Cognitive Process Dimension						
The Knowledge Dimension	**Remembering** *(lower order thinking)*	**Understanding**	**Applying**	**Analysing**	**Evaluating**	**Creating** *(higher order thinking)*
Factual Knowledge *(essential facts, terms, details, elements)*						
Conceptual Knowledge *(principles, generalizations, theories, models)*					SCO 4 SCO 5 SCO 6	SCO 2
Procedural Knowledge *(methods of inquiry, skills, techniques, strategies)*					SCO 7	SCO 8
Metacognitive Knowledge *(awareness of own thinking and processes)*					SCO 1 SCO 3 SCO 9 SCO 10	

For an explanation of the Cognitive Process Dimension, please refer to the PEI Department of Eduction, Early Learning and Culture *Curriculum Handbook: Understanding Outcomes.*

Speaking and Listening		
GCO 1: Speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.	GCO 2: Communicate information and ideas effectively and clearly, and to respond personally and critically.	GCO 3: Interact with sensitivity and respect, considering the situation, audience, and purpose.
SCO 1: justify understanding of an idea, issue, or text through effective communication **SCO 2:** generate a defence while engaging in formal conversation **SCO 3:** critically evaluate their own and others' oral text		

Reading and Viewing			
GCO 4: Select, read, and view with understanding a range of literature, information, media, and visual texts.	GCO 5: Interpret, select, and combine information using a variety of strategies, resources, and technologies.	GCO 6: Respond personally to a range of texts.	GCO 7: Respond critically to a range of texts, applying their understanding of language, form, and genre.
SCO 4: evaluate purpose, structure, and characteristics of a wide variety of complex texts (fiction, non-fiction, drama, poetry/lyrics, visual/multimedia, and multi-genre study) **SCO 5:** evaluate the effectiveness of literary devices within literature, media, and various forms of representing **SCO 6:** evaluate how ideologies are portrayed in a variety of texts **SCO 7:** integrate properly cited information from a wide variety of increasingly sophisticated and reliable sources			

Writing and Other Ways of Representing		
GCO 8: Use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imagination.	GCO 9: Create texts collaboratively and independently, using a variety of forms for a range of audiences and purpose.	GCO 10: Use a range of strategies to develop effective writing and other ways of representing, and to enhance their clarity, precision, and effectiveness.
SCO 8: construct a range of complex texts for a variety of audiences and purposes (expressive, persuasive, persuasive research, visual/multimedia, and creative multi-genre collection) **SCO 9:** provide specific critical feedback on self, peer, and/or modelled text using success criteria **SCO 10:** enhance personal text based on self, peer, and/or teacher critical feedback		

For an explanation of General Curriculum Outcomes, please refer to the PEI Department of Eduction, Early Learning and Culture *Curriculum Handbook: Understanding Outcomes*.

Table of Specifications

Strands	Cognitive Levels						
	Level 1		Level 2		Level 3		Weighting
	Remember	Understand	Apply	Analyse	Evaluate	Create	
Speaking and Listening **(20% - 30%)**					SCO 1 SCO 3	SCO 2	8% - 13% 8% - 12% 4% - 5%
Reading and Viewing **(35% - 40%)**					SCO 4 SCO 5 SCO 6 SCO 7		18% - 20% 4% - 5% 4% - 5% 9% - 10%
Writing and Representing **(35% - 40%)**					 SCO 9 SCO 10	SCO 8	29% - 34% 3% - 5% 3% - 5%
TOTAL	0%		0%		100%		100%

Speaking and Listening

GCO 1: Speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.	**GCO 2:** Communicate information and ideas effectively and clearly, and to respond personally and critically.	**GCO 3:** Interact with sensitivity and respect, considering the situation, audience, and purpose.

English 10	English 11	English 12
SCO 1: justify understanding of an idea, issue, or text through effective communication	**SCO 1:** justify understanding of an idea, issue, or text through effective communication	**SCO 1:** justify understanding of an idea, issue, or text through effective communication
SCO 2: produce an oral presentation advocating for an idea or cause	**SCO 2:** create a defence for a critical audience	**SCO 2:** generate a defence while engaging in formal conversation
SCO 3: construct an expository oral text that explains an idea or process	**SCO 3:** respond verbally to a variety of complex, open-ended questions	**SCO 3:** critically evaluate their own and others' oral text

Reading and Viewing

GCO 4: Select, read, and view with understanding a range of literature, information, media, and visual texts.	**GCO 5:** Interpret, select, and combine information using a variety of strategies, resources, and technologies.	**GCO 6:** Respond personally to a range of texts.	**GCO 7:** Respond critically to a range of texts, applying their understanding of language, form, and genre.

English 10	English 11	English 12
SCO 4: evaluate purpose, structure, and characteristics of a variety of texts (fiction, non-fiction, drama, poetry/lyrics, and visual/multimedia)	**SCO 4:** evaluate purpose, structure, and characteristics of a variety of increasingly complex texts (fiction, non-fiction, drama, poetry/lyrics, visual/multimedia, and multi-genre study)	**SCO 4:** evaluate purpose, structure, and characteristics of a wide variety of complex texts (fiction, non-fiction, drama, poetry/lyrics, visual/multimedia, and multi-genre study)
SCO 5: examine the impact of literary devices within literature, media, and various forms of representing (imagery, simile, metaphor, alliteration, personification, flashback, and foreshadowing)	**SCO 5:** examine the impact of literary devices within literature, media, and various forms of representing (allusion, irony, and symbolism)	**SCO 5:** evaluate the effectiveness of literary devices within literature, media, and various forms of representing
SCO 6: evaluate how identity and culture are portrayed in a variety of texts	**SCO 6:** evaluate how gender and socioeconomic status are portrayed in a variety of texts	**SCO 6:** evaluate how ideologies are portrayed in a variety of texts
SCO 7: integrate properly cited information from a variety of reliable sources	**SCO 7:** integrate properly cited information from a variety of increasingly sophisticated and reliable sources	**SCO 7:** integrate properly cited information from a wide variety of sophisticated and reliable sources

Writing and Other Ways of Representing

GCO 8: Use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imagination.	**GCO 9:** Create texts collaboratively and independently, using a variety of forms for a range of audiences and purpose.	**GCO 10:** Use a range of strategies to develop effective writing and other ways of representing, and to enhance their clarity, precision, and effectiveness.

English 10	English 11	English 12
SCO 8: construct a range of texts for a variety of audiences and purposes (narrative, expository, persuasive, poetry/lyrics, visual/multimedia, and research)	**SCO 8:** construct a range of increasingly complex texts for a variety of audiences and purposes (expressive, expository, expository research, visual/multimedia, and creative multi-genre collection)	**SCO 8:** construct a range of complex texts for a variety of audiences and purposes (expressive, persuasive, persuasive research, visual/multimedia, and creative multi-genre collection)
SCO 9: provide specific critical feedback on self, peer, and/or modelled text using success criteria	**SCO 9:** provide specific critical feedback on self, peer, and/or modelled text using success criteria	**SCO 9:** provide specific critical feedback on self, peer, and/or modelled text using success criteria
SCO 10: enhance personal text based on self, peer, and/or teacher critical feedback	**SCO 10:** enhance personal text based on self, peer, and/or teacher critical feedback	**SCO 10:** enhance personal text based on self, peer, and/or teacher critical feedback

English Language Arts

Grade 12

Specific Curriculum Outcomes (SCOs), Achievements Indicators, and Elaborations

Speaking and Listening

Students will be expected to

Grade 11	Grade 12
SCO 1: justify understanding of an idea, issue, or text* through effective communication	**SCO 1:** justify understanding of an idea, issue, or text* through effective communication

Achievement Indicators

Students who have achieved this outcome should be able to

a. identify the roles and responsibilities of an effective speaker and listener
b. recognize that communication involves an exchange of ideas (e.g., experiences, information, views)
c. recognize that oral communication involves physical qualities (e.g., body language, gestures,) and language choices (e.g., tone and style) depending on the situation, audience, purpose, or communication media
d. demonstrate active listening skills
e. analyse the viewpoints of others (e.g., author, character, peer)
f. examine the motivation of others (e.g., author, character, peer)
g. respect the needs, rights, and responsibilities of others
h. ask complex, open-ended, discriminating questions to acquire, interpret, and analyse ideas and information
i. reflect on their own ideas and learning
j. respond to a wide range of complex questions to extend on their own and others' ideas
k. evaluate others' ideas and synthesize what is helpful to clarify and extend their own understanding
l. show an appreciation for a range of viewpoints
m. use examples to justify their understanding

New achievement indicators for this outcome are alphabeticalized in pink to demonstrate additional areas of focus for this grade.

Elaboration

The purpose of this outcome is to develop oral communication skills while assessing a variety of different ideas, issues, and texts. In Grade 12 students enhance this skill by asking and responding to complex, open-ended questions. Students should be able to show an appreciation for a range of view points. This is a responsive outcome that should follow an instructional activity. For example, students may assess a theme in a film and then move into this SCO. This allows students to think deeply about their learning and refine their perspectives.

The term "text" is used to describe a medium of information and can take many forms, such as print, video, music, electronic conference, photography, or speakers' words. See page 2 for more information.

For this particular outcome, students must learn how to examine the opinions of others. They must also reflect on their thinking to formulate opinions. Students should incorporate asking and responding to complex, open-ended questions in their conversations. This addition enhances the level of conversation, thus enhancing the scope of this outcome. Students should be able to give reasonable and specific examples to justify their understanding of an idea, issue, or text. Students can further develop their ability to discuss their ideas in a professional, mature manner that meets the requirements of the speaking and listening situation.

Students may demonstrate achievement of this outcome in a variety of ways (e.g., one on one, small group, full class settings). Regardless of the context, the integrity of the outcome must be upheld.

Students should experience a variety of speaking and listening situations over the course of Grade 12 English language arts including informal and formal settings.

See the support document for suggested learning activities and assessment tools.

Speaking and Listening

Students will be expected to

Grade 11	Grade 12
SCO 2: create a defence for a critical audience	**SCO 2:** generate a defence while engaging in formal conversation

Achievement Indicators

Students who have achieved this outcome should be able to

a. examine a mentor text defence where there is spontaneous back and forth conversation (e.g., debate, interview)
b. build and apply co-constructed success criteria
c. interact with a critical audience while defending a personal viewpoint
d. demonstrate how spoken language influences, manipulates, and reveals ideas, values, and attitudes
e. use supportive details to defend a viewpoint
f. adapt the message, language, and delivery to connect with the audience
g. choose to use technology to enhance presentation
h. critique opposing viewpoints using a wide range of examples for support
i. use language to influence and encourage others to question ideas, values, and attitudes (e.g., rhetoric)
j. spontaneously respond to a wide range of opposing viewpoints and challenging questions
k. respect the needs, rights, and responsibilities of others

New achievement indicators for this outcome are alphabeticalized in pink to demonstrate additional areas of focus for this grade.

Elaboration

The purpose of this outcome is to develop students' ability to use persuasion within oral communication. In Grade 12 English language arts, students enhance their ability to use persuasive communication by having to defend their point of view while engaging in formal conversation. They should demonstrate strong communication skills as they respond to opposing view points, in a back and forth dialogue.

This outcome allows students to explore language arts elements (e.g., text features, character, theme) and make cross curricular connections to the real world. Topic selection should be made under the supervision and direction of the teacher.

Students may defend a real life or fictional topic. If the teacher would like to include a research component to this outcome, SCO 7 may be incorporated. Teachers should discuss topic selection with students to help ensure they are engaged. Students may like to test their skills multiple times on an array of topics to gain proficiency with this outcome.

Students benefit from multiple experiences with this outcome that gradually increases their experience. Students may demonstrate achievement of this outcome in a variety of ways (e.g., one on one, small group, full class settings). Regardless of the context, the integrity of the outcome must be upheld. Students may choose to use technology to enhance their presentation. For example, they may use video or audio recording. They may choose to rehearse their presentation through video (e.g., pairs using cell phones or web cams).

Students may choose to present to an audience within their school or community, in person or virtually.

See the support document for suggested learning activities and assessment tools.

Speaking and Listening

Students will be expected to

Grade 11	Grade 12
SCO 3: respond verbally to a variety of complex, open-ended questions	**SCO 3:** critically evaluate their own and others' oral text*

Achievement Indicators

Students who have achieved this outcome should be able to

a. examine a mentor text for critically evaluating oral text (e.g., teacher model)
b. build and apply co-constructed success criteria
c. demonstrate active listening skills
d. analyse their own and others' oral texts considering verbal and nonverbal language
e. identify areas of strength and comment how and why they were effective
f. identify specific areas for improvement and identify how these could be improved upon
g. identify their own strengths and weaknesses in oral language
h. justify ideas with specific examples from oral text
i. respect the needs, rights, and responsibilities of others

Elaboration

The purpose of this outcome is to develop students' ability to evaluate their own and others' oral text.

* In this instance, the term oral text may represent a class presentation, video tape, podcast, etc. See page 2 for more details. Students should be both analytical and diagnostic as they evaluate their own and others' oral text.

This is a high level, metacognitive outcome. Students must "know what they know" about oral texts and should be able to apply co-constructed success criteria.

As students gain experience with oral texts, they should become more proficient with their critical evaluation. Students should be able to identify what makes an oral text effective or ineffective. By becoming more critical, students should enhance their skills in creating their own oral texts.

See the support document for suggested learning activities and assessment tools.

Reading and Viewing

Students will be expected to

Grade 11	Grade 12
SCO 4: evaluate purpose, structure, and characteristics of a variety of increasingly complex texts (fiction, non-fiction, drama, poetry/lyrics, visual/multimedia, and multi-genre study)	**SCO 4:** evaluate purpose, structure, and characteristics of a wide variety of complex texts (fiction, non-fiction, drama, poetry/lyrics, visual/multimedia, and multi-genre study)

Achievement Indicators

Students who have achieved this outcome should be able to:

a. read a wide variety of print (fiction, non-fiction, drama, and poetry/lyrics), and visual/multimedia texts (e.g., film, journalism, television, advertising, music videos, social media)
b. examine multi-genre mentor texts, assessing how issues, themes, and questions are represented through a variety of genres; assess how textual connections were together to enhance text
c. understand texts using a variety of strategies such as cueing systems, utilizing prior knowledge, making connections, analysing, inferring, predicting, synthesizing, and evaluating
d. identify purpose of texts (main idea and theme)
e. identify structure of texts (sentences, language, word complexity, graphics, and layout)
f. identify characteristics of text:
   - fiction/narrative nonfiction: setting, conflict, plot, characterization, and point of view
   - non-fiction: thesis, argument/explanation, supporting details, and point of view
   - poetry: tone, mood, point of view, and context
   - visual/multimedia: tone, mood, point of view, and context

g. assess how texts manipulate, persuade, or control
h. assess how beliefs, values, and power are shaped by the text
i. examine relationships among topic, genre, purpose, context, and audience
j. analyse purpose, structure, and characteristics of text
k. make judgments about purpose, structure, and characteristics of text
l. express and support personal reactions with a wide variety of examples from the text
m. articulate their own processes and strategies in exploring, interpreting, and reflecting on sophisticated texts and tasks
n. multi-genre study:
   - identify an issue, theme, or question through a variety of genre
   - select appropriate texts that highlight a chosen issue, theme, or question
   - assess the issue, theme, or question in each text
   - evaluate how the genre impacts the issue, theme, or question
   - make personal connections to each text and explain why these particular pieces were selected
   - make textual connections among all of the pieces in the multi-genre study, highlighting the issue, theme, or question.
   - explain how the textual connections among all the pieces (e.g., different interpretations of issue/theme or question) work together to represent the chosen issue, theme, or question

New achievement indicators for this outcome are alphabeticalized in pink to demonstrate additional areas of focus for this grade.

Elaboration

The purpose of this outcome is to develop students' ability to evaluate purpose, structure, and characteristics of complex texts. Students will select and read, collaboratively, and independently, a range of texts (fiction, non-fiction, drama, poetry/lyrics, and visual/multimedia texts, and multi-genre study). Students may employ assistive technology to support reading. See reading standards for definition of text complexity.

This outcome evolves from Grades 10, 11 and 12 English language arts curriculum. Multi-genre study is an ongoing component for Grade 12. In this component, students will independently select and evaluate one issue, theme, or question through a variety of genres (e.g., "Ambition" – drama, novel, essay, photo; "Human Rights" – film, novel, magazine article). In Grade 12, students will make textual connections among each of the texts they include in the multi-genre study. For instance, if a student selected the theme "addiction", they may select a variety of perspectives to demonstrate this. For example, a poem by a child of an addict, a book about the life of an addict, and an essay about a parent of an addict. Students would make textual connections between these texts to show the range of experiences with this theme.

As students gain experience evaluating purpose, structure, and characteristic of text, they should demonstrate more rigor and proficiency. As the level of understanding evolves, and the context of the outcome matures, students should demonstrate individual growth.

The purpose of the text is defined as the main idea(s) the author is trying to express. Themes may be multidimensional and challenging (e.g., relevant and robust themes, exploring social, moral issues, justice, war, discrimination) that cultivate social awareness, evoke emotional responses, and provide insight into the struggles of humanity. Age appropriate characters and information require the reader to interpret and connect information or ideas with other texts and subject areas. There may be multiple levels of meaning.

The structure of the text includes:

- sentences (e.g., complex sentence structure, descriptive sentence structure, and complex inclusion of dialogue);
- language (e.g., challenging language with some implicit and inferred meaning);
- word complexity (e.g., long syllabic words, some difficult words, or technical vocabulary);
- graphics (e.g., challenging illustrations, photographs, or sophisticated graphics);
- layout (e.g., many lines of print on a page, deliberate visual clues, a range of reader's tools like a glossary, legend, and scale).

The characteristics of the text will vary between reading selections. Topic, genre, context, and audience make up the main framework. This is further broken down into more specific characteristics depending on the text. For example, when reading literary fiction, students may examine setting, conflict, plot, characterization, and point of view. When reading literary non-fiction, students may examine thesis, argument/explanation, supporting details, and point of view.

Students should read widely and experience a range of genres from a variety of eras and cultures which could include Shakespeare's works to contemporary song lyrics. Teachers are encouraged to have their students keep a reader's notebook and engage in reader's workshop related activities. Students should be encouraged to "read like a writer." Students should explain their thinking about text by making text to self, text to text, and text to world connections. This rich understanding will support students as they evaluate purpose, structure, and characteristics of text.

See the support document for suggested learning activities and assessment tools.

Parts of this elaboration were taken with permission from the New Brunswick Grade 12 Reading Standard.

Reading and Viewing

Students will be expected to

Grade 11	Grade 12
SCO 5: examine the impact of literary devices within literature, media, and various forms of representing (allusion, irony, and symbolism)	**SCO 5:** evaluate the effectiveness of literary devices within literature, media, and various forms of representing

Achievement Indicators

Students who have achieved this outcome should be able to:

a. read a wide variety of print (e.g., drama, fiction, non-fiction, poetry) and media texts (e.g., advertising, film, journalism, music videos, social media posts, and television)
b. identify specific literary devices (alliteration, allusion, flashback, foreshadowing, imagery, irony, metaphor, personification, simile, and symbolism)
c. understand the meaning of specific literary devices in text
d. analyse the context of literary devices (e.g., what is being compared)
e. infer author's purpose for using the specific literary device
f. compare the use of specific literary devices among different authors and genres
g. make judgments about the effectiveness of literary devices
h. provide examples from text to support ideas

New achievement indicators for this outcome are alphabeticalized in pink to demonstrate additional areas of focus for this grade.

Elaboration

The purpose of this outcome is for students to evaluate the effectiveness of literary devices in a variety of texts.

Students will have been exposed to these literary devices by the end of Grade 11 English language arts; however, in Grade 12, they must move from analyse to evaluate. Students should be able to analyse and make judgements about the effectiveness of literary devices within literature, media, and various forms of representing.

This outcome provides opportunities for teachers to introduce students to a variety of text forms. Students should be encouraged to further explore familiar text forms and also survey new forms of text. Students should not be expected to be masters of all text forms, but they should be provided opportunities to expand their experiences. Text forms explored in class should include a range of genres from a variety of eras and cultures which could include Shakespeare's works to contemporary song lyrics.

See the support document for suggested learning activities and assessment tools.

Reading and Viewing

Students will be expected to

Grade 11	Grade 12
SCO 6: evaluate how gender and socioeconomic status are portrayed in a variety of texts	**SCO 6:** evaluate how ideologies are portrayed in a variety of texts

Achievement Indicators

Students who have achieved this outcome should be able to:

a. identify the author's portrayal of ideology
b. analyse ideology in a variety of texts
c. pose questions to clarify understanding
d. consider their own and others' interpretation of a text
e. seek further information to clarify understanding
f. assess reliability of information
g. make connections among different texts
h. share viewpoints and perspectives with others
i. use examples from text to justify viewpoints and perspectives
j. respect the needs, rights, and responsibilities of others

Elaboration

This outcome should be addressed with sensitivity.

The purpose of this outcome is for students to exert their critical thinking skills by evaluating how texts illustrate ideology.

In this case, *ideology** is defined as "the set of beliefs characteristic of a social group or individual (e.g., forms the basis of economic or political theory and policy)."

Students should explore their own opinions and judgments toward a variety of texts while demonstrating respect for the needs, rights, and responsibilities of others. It is imperative that students consider others' points of view while creating their own. They must also exercise their responsibility to present their ideas in a mature, professional manner. This is a sensitive outcome where discussion and reflective time will be important. Teachers must use their judgment with topic selection as well as the time of year when more sensitive topics are explored. Class composition should influence the teacher's choice of topics.

This outcome provides opportunities for guest speakers (e.g., Human Rights, LGBT Alliance, Newcomers Association) to further educate students about these very important issues. This outcome also provides opportunities to discuss digital etiquette which encompasses cultural awareness when communicating with citizens from other regions of the world.

The background knowledge gained by students previous study of identity and culture in Grade 10, and gender and socioeconomic status in Grade 11, should support students as they evaluate how ideologies are portrayed in a variety of texts.

See the support document for suggested learning activities and assessment tools.

* "*Ideology*" Def. 2.2. Oxford Dictionary. Oxford University Press. 2014, oxforddictionary.com. Web. 17 Nov. 2014 <*http://www.oxforddictionaries.com/definition/english/ideology*>

Reading and Viewing

Students will be expected to

Grade 11	Grade 12
SCO 7: integrate properly cited information from a variety of increasingly sophisticated and reliable sources	**SCO 7:** integrate properly cited information from a wide variety of sophisticated and reliable sources

Achievement Indicators

Students who have achieved this outcome should be able to:

a. read texts in relation to an idea
b. identify examples of reliable and unreliable sources
c. evaluate and select a wide variety of sophisticated and reliable sources
d. balance quantity with quality of resources to produce sophisticated support
e. synthesize information in support of their idea using direct and indirect quotations (e.g., SCO 2 and SCO 8)
f. cite information properly
g. evaluate their research/inquiry process

New achievement indicators for this outcome are alphabeticalized in pink to demonstrate additional areas of focus for this grade.

Elaboration

The purpose of this outcome is for students to enhance their skills of researching, selecting, and integrating information from a variety of sources to support an idea. In Grade 12, students should be able to balance quantity with quality of resources to produce sophisticated support. They should also be able to reflect and evaluate their research/inquiry process, making judgement about what they may improve upon in the future. Students may employ the inquiry process when conducting research. See page 5 for more information.

It is important to note that researching, selecting, and synthesizing information are reading skills; however, these must be demonstrated through speaking, or writing and representing. Outside information should be cited properly and appropriately to the speaking, or writing and representing activity.

Students may integrate information from primary and secondary texts. See page 2 for a definition of “text”.

Students should be able to demonstrate this skill in a variety of ways (e.g., animation, audio, essay writing, poetry, video).

For the purpose of Grade 12 English language arts, teachers should instruct and assess Modern Language Association (MLA) format. If students would like to make cross curricular connections, they will need to be aware of other citation formats used in other disciplines. Students can access information on proper citation formats on the web and should be encouraged to use reliable web based tools.

Digital literacy* must be addressed here. Digital literacy refers to “knowing how to learn.” It refers to the development of processing and searching skills to find the data required: addressing information reliability and validity, documenting sources, and avoiding plagiarism.

Plagiarism should be a key area to discuss. Teachers should reinforce the importance of crediting sources of information and also discuss the consequences of plagiarism.

This outcome appears in the Grades 10, 11, and 12 English language arts curriculum. As students gain experience, they should demonstrate more rigor and proficiency. As the level of understanding evolves, and the context of the outcome matures, students should demonstrate individual growth.

See the support document for suggested learning activities and assessment tools.

** “Digital literacy”* Ribble, Mike, “Nine Themes of Digital Citizenship.” http://digitalcitizenship.net/Nine_Elements.html. Digital Citizenship. Web. 17 Nov. 2014

Writing and Other Ways of Representing

Students will be expected to

Grade 11	Grade 12
SCO 8: construct a range of increasingly complex texts for a variety of audiences and purposes (expressive, expository, expository research, visual/multimedia, and creative multi-genre collection)	**SCO 8:** construct a range of complex texts for a variety of audiences and purposes (expressive, persuasive, persuasive research, visual/multimedia, and creative multi-genre collection)

Achievement Indicators

Students who have achieved this outcome should be able to:

a. study mentor texts and mimic writing styles
b. use the writing process to develop writing and other ways of representing (pre-writing, drafting, revising, editing, publishing)
c. select appropriate form, style, and content for specific audiences and purposes (expressive, persuasive, persuasive research, visual/multimedia, and creative multi-genre collection)
d. create an organized structure that supports the purpose, audience, and context of the text
e. use note making strategies to reconstruct complex knowledge
f. use the six write traits to enhance writing (ideas, organization, word choice, voice, sentence structure, and conventions)
g. use literary devices to enhance imaginative writing and other ways of representing.
h. use literary/rhetorical devices to persuade and manipulate meaning of text
i. when using outside sources, use direct and indirect quotations to enhance ideas; make connections that support thesis/purpose
j. use MLA format; other citation formats may be used when students integrate curriculum from other subject areas
k. creative multi-genre collection:
   - identify an issue, theme, or question to develop through a variety of genre
   - select appropriate genres to represent chosen issue, theme, or question
   - develop the issue, theme, or question in multiple genres with attention to particular qualities unique to the genre
   - evaluate how different genres impact the exploration of the issue, theme, or question
   - make personal connections to each genre and explain why each was selected
   - make textual connections (e.g., show different interpretations of the idea) among all of the pieces in the creative multi-genre collection
   - critically reflect on how the textual connections work together to represent the chosen theme or question

New achievement indicators for this outcome are alphabeticalized in pink to demonstrate additional areas of focus for this grade.

Elaboration

The purpose of this outcome is for students to construct a variety of complex texts using a range of forms (expressive, persuasive, persuasive research, visual/multimedia, and creative multi-genre collection).

Students must select and write independently and collaboratively for a variety of purposes. Students may employ assistive technology for writing.

This outcome can be connected to many other outcomes within the Speaking and Listening and Reading and Viewing outcome. Students may employ the inquiry process when conducting research. See page 5 for more information.

Students should experience a range of writing and other ways of representing over the course:

- Expressive (hybrid text that shares feelings/emotions)
  e.g., graphic story, poem, diary entry, painting, letter, personal response
- Persuasive (to convince reader of a specific idea or viewpoint; inspires action)
  e.g., advertisement, critique, literary essay, rant
- Persuasive Research
  e.g., blog, documentary, essay, research essay
- Visual/Multimedia
  e.g., social media profile, news broadcast, video
- Creative Multi-Genre Collection:
  Students will select an issue, theme, or question to explore through a variety of genres of writing and representing e.g., "Justice" — newspaper, photo essay, and memoir; "Future" – journal, blog, newspaper, poem. In Grade 12, student must make textual connections among the pieces. For example, if the student selects "going to university" as an idea, they may write from a variety of perspectives. For instance, they may write a poem from their parents perspective, a letter of acceptance from a university, an application essay from their own point of view, and a video from their new roommate.

Although it is not mandatory for students to write poetry/lyrics in Grade 12 English language arts, they may select it for expressive writing or creative multi-genre collection.

Due to time constraints, students may explore some or all texts forms through the creative multi-genre collection.

Teachers are encouraged to have their students keep a writer's notebook and engage in writer's workshop related activities. Students should "write like a reader", keeping their reader in mind as they construct texts. Students should understand the importance of audience and purpose as they develop their writer's craft.

This outcome provides the opportunity for students to electronically publish their writing to a limited group, or a wider audience. Students must be aware of digital security*. Once a text is published online, the publisher cannot be certain that it can be removed from circulation. Terms of service for online tools must be read and understood as some may claim ownership rights to text posted to them.

See the support document for suggested learning activities and assessment tools.

"*Digital security*" Ribble, Mike, "Nine Themes of Digital Citizenship." http://digitalcitizenship.net/Nine_Elements.html. Digital Citizenship. Web. 17 Nov. 2014

Parts of this elaboration were taken with permission from the New Brunswick Grade 12 Reading Standards.

Writing and Other Ways of Representing

Students will be expected to

Grade 11	Grade 12
SCO 9: provide specific critical feedback on self, peer, and/or modelled text using success criteria	**SCO 9:** provide specific critical feedback on self, peer, and/or modelled text using success criteria

Achievement Indicators

Students who have achieved this outcome should be able to:

a. apply co-constructed success criteria based on Grade 12 writing achievement in SCO 8
b. assess self, peer, and/or modelled text focusing on co-constructed success criteria
c. consider the purpose and audience of the text
d. identify specific strengths in the text
e. provide specific suggestions for improvement in the text
f. demonstrate effective communication skills when giving feedback
g. respect the needs, rights, and responsibilities of others

New achievement indicators for this outcome are alphabeticalized in pink to demonstrate additional areas of focus for this grade.

Elaboration

The purpose of this outcome is for students to develop the necessary skills to provide effective critical feedback of self, peer, and/or modeled text.

The purpose of critical feedback is to evaluate the text and provide effective feedback for improvement. When providing critical feedback, students should be both analytical and diagnostic. Students are expected to be courteous in their delivery and acceptance of the feedback. Students may give feedback in all six write traits; however, it is important to have a clear focus for this activity. Success criteria should be based on Grade 12 writing achievement outlined in SCO 8.

This outcome may be assessed in a variety of ways (e.g., graphic organizers, reflective journals, annotated text). Co-constructing success criteria with students will be key in their understanding of the expectations. Students should also become familiar with the assessment tools so they can be confident in their feedback.

Digital etiquette* may be referenced should communication and technology be used for sharing and feedback. In the absence of body language, facial expression, and oral language, comments may sometimes be misinterpreted.

Students are not expected to provide formal critical feedback on every piece of writing. Teachers should provide students with a few selected times throughout the course to focus on this outcome for summative assessment. Teachers should be responsive to the needs of their students. For example, if teachers see a trend in student writing (e.g., weak voice), they may focus on this with their students.

See the support document for suggested learning activities and assessment tools.

* "*Digital Etiquette*" Ribble, Mike, "Nine Themes of Digital Citizenship." http://digitalcitizenship.net/Nine_Elements.html. Digital Citizenship. Web. 17 Nov. 2014

Writing and Other Ways of Representing

Students will be expected to

Grade 11	Grade 12
SCO 10: enhance personal text based on self, peer and/or teacher critical feedback	**SCO 10:** enhance personal text based on self, peer, and/or teacher critical feedback

Achievement Indicators

Students who have achieved this outcome should be able to:

a. apply co-constructed success criteria based on Grade 12 writing achievement in SCO 8
b. demonstrate an openness to receiving critical feedback
c. understand critical feedback can be a powerful tool when revising texts
d. Independently seek feedback from others
e. consider self, peer, and/or teacher critical feedback
f. use success criteria to inform editing choices
g. revise text based on self, peer, and/or teacher feedback
h. ask questions to clarify understanding
i. justify action taken in response to critical feedback

New achievement indicators for this outcome are alphabeticalized in pink to demonstrate additional areas of focus for this grade.

Elaboration

The purpose of this outcome is for students to accept feedback and effectively incorporate it into their own work. Students should be aware of the development of their text over several drafts. Students should be able to recognize if their text has improved over the process. In Grade 12, students should independently seek feedback from others.

The provider and receiver of critical feedback need to be open to receiving criticism and having constructive communication that will improve the overall product. Students must be able to assess feedback from others and make appropriate changes to their work. They must also learn when to disregard feedback and trust their own judgment. Students may receive feedback on all six write traits.

This outcome may be assessed in a variety of ways (e.g., graphic organizers, reflective journals, annotated text). Co-constructing success criteria with students will be key in their understanding of the expectations. Students should become familiar with the assessment tools so they can be confident in their decisions. Teachers should provide students with a few selected times throughout the course to focus on this outcome for summative assessment.

Digital etiquette* may be referenced should communication and technology be used for sharing and feedback. In the absence of body language, facial expression, and oral language, comments may sometimes be misinterpreted.

See the support document for suggested learning activities and assessment tools.

* "*Digital Etiquette*" Ribble, Mike, "Nine Themes of Digital Citizenship." http://digitalcitizenship.net/Nine_Elements.html. Digital Citizenship. Web. 17 Nov. 2014

American Association of School Librarians (AASL), *Standards for the 21st Century Leaner* (2007), Print

American Association of School Librarians (AASL), *Active Citizenship: Student Action Projects* (2004), Print

"*Digital etiquette*" Ribble, Mike, "Nine Themes of Digital Citizenship." http://digitalcitizenship.net/Nine_Elements.html. Digital Citizenship. Web. 17 Nov. 2014

"Digital literacy" Ribble, Mike, "Nine Themes of Digital Citizenship." http://digitalcitizenship.net/Nine_Elements.html. Digital Citizenship. Web. 17 Nov. 2014

"*Digital security*" Ribble, Mike, "Nine Themes of Digital Citizenship." http://digitalcitizenship.net/Nine_Elements.html. Digital Citizenship. Web. 17 Nov. 2014

"*Ideology*" Def. 2.2. Oxford Dictionary. Oxford University Press. 2014, oxforddictionary.com. Web. 17 Nov. 2014 <*http://www.oxforddictionaries.com/definition/english/ideology*>

New Brunswick Department of Education and Early Childhood Development, Reading and Writing Standards, *Grade 12 Reading and Writing Standards,* Print

PEI Department of Education and Early Childhood Development, English Programs, *Atlantic Canada English Language Arts, Grades 7-9* (2011), Print

PEI Department of Education and Early Childhood Development, English Programs, *Atlantic Canada English Language Arts, Grades 10-12* (1997), Print

Saskatchewan Ministry of Education, *English Language Arts 9* (2008), Print

Speaking and Listening		
GCO 1: Speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.	GCO 2: Communicate information and ideas effectively and clearly, and to respond personally and critically.	GCO 3: Interact with sensitivity and respect, considering the situation, audience, and purpose.
SCO 1: justify understanding of an idea, issue, or text through effective communication **SCO 2:** generate a defence while engaging in formal conversation **SCO 3:** critically evaluate their own and others' oral text		

Reading and Viewing			
GCO 4: Select, read, and view with understanding a range of literature, information, media, and visual texts.	GCO 5: Interpret, select, and combine information using a variety of strategies, resources, and technologies.	GCO 6: Respond personally to a range of texts.	GCO 7: Respond critically to a range of texts, applying their understanding of language, form, and genre.
SCO 4: evaluate purpose, structure, and characteristics of a wide variety of complex texts (fiction, non-fiction, drama, poetry/lyrics, visual/multimedia, and multi-genre study) **SCO 5:** evaluate the effectiveness of literary devices within literature, media, and various forms of representing **SCO 6:** evaluate how ideologies are portrayed in a variety of texts **SCO 7:** integrate properly cited information from a wide variety of increasingly sophisticated and reliable sources			

Writing and Other Ways of Representing		
GCO 8: Use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imagination.	GCO 9: Create texts collaboratively and independently, using a variety of forms for a range of audiences and purpose.	GCO 10: Use a range of strategies to develop effective writing and other ways of representing, and to enhance their clarity, precision, and effectiveness.
SCO 8: construct a range of complex texts for a variety of audiences and purposes (expressive, persuasive, persuasive research, visual/multimedia, and creative multi-genre collection) **SCO 9:** provide specific critical feedback on self, peer, and/or modelled text using success criteria **SCO 10:** enhance personal text based on self, peer, and/or teacher critical feedback		

For an explanation of General Curriculum Outcomes, please refer to the PEI Department of Eduction, Early Learning and Culture *Curriculum Handbook: Understanding Outcomes*.