

English Language Arts



DRAFT

**Prince Edward Island
English Language Arts Curriculum Guide**

English 521A

*E*nglish Language Arts
ENG521A

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Atlantic Canada English Language Arts Curriculum (Grade 7-9)
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Purpose of the ENG521A English Language Arts Curriculum Guide

This guide has been developed to support teachers in the implementation of the ENG521A 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.

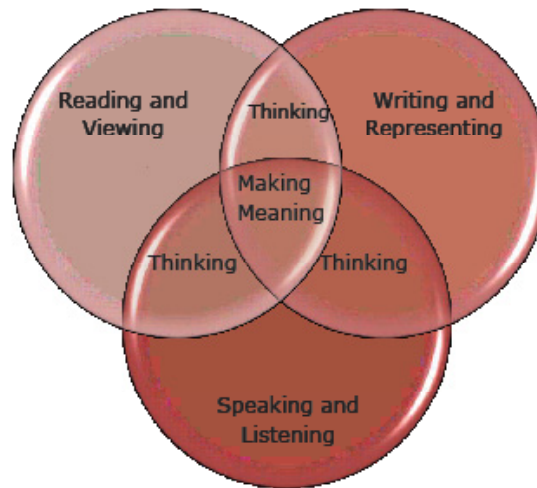


Figure 1: The Nature of English Language Arts

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.

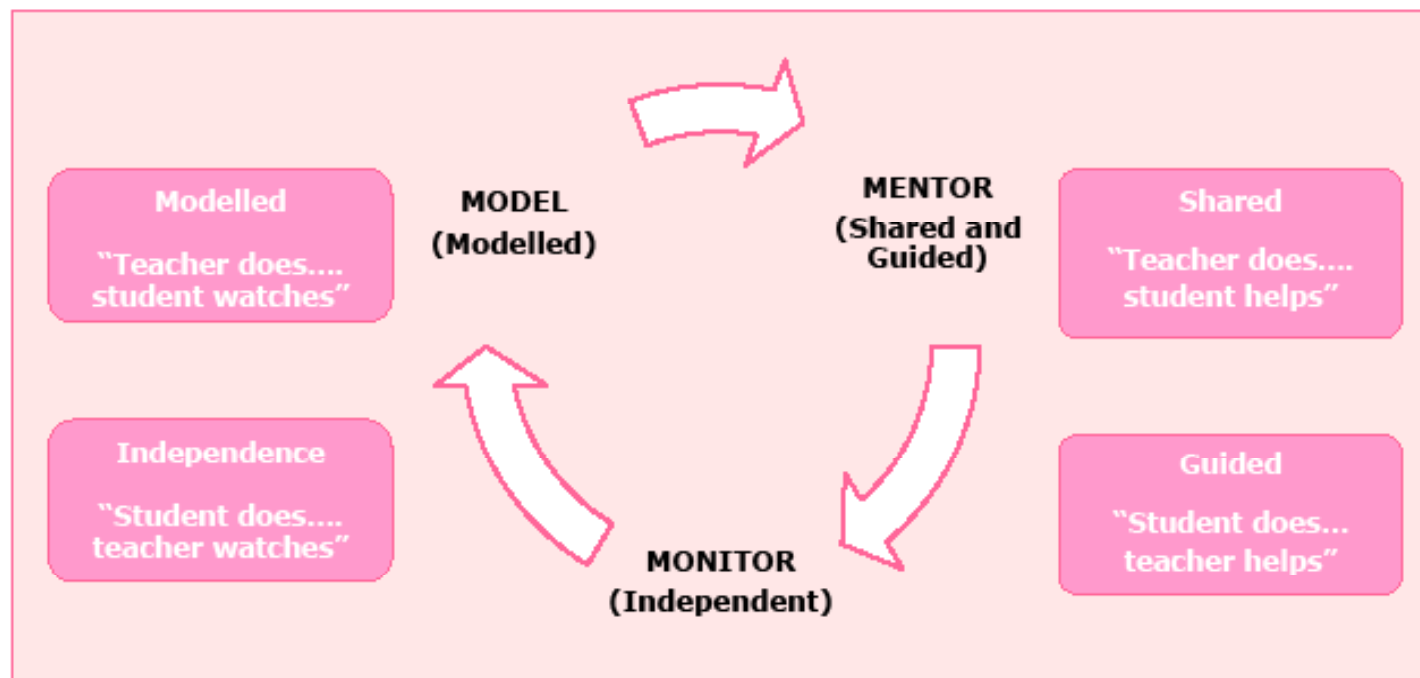


Figure 2: Gradual Release of Responsibility

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

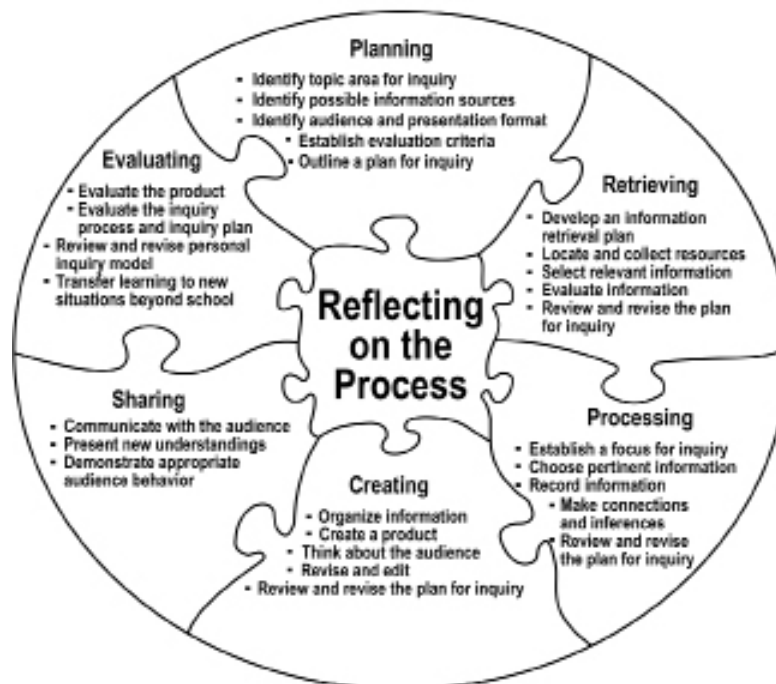
Introduction

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 11 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

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 11 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.

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 11 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 increasingly 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 Education, 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 3 SCO 4 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 9 SCO 10	

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

OVERVIEW OF THE 10 SPECIFIC CURRICULUM OUTCOMES (SCOs)

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: create a defense for a critical audience			
SCO 3: respond verbally to a variety of complex, open-ended questions			
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: critically analyse the purpose, structure, and characteristics of a variety of increasingly 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 (allusion, irony, and symbolism)			
SCO 6: evaluate how gender and socioeconomic status are portrayed in a variety of texts			
SCO 7: integrate properly cited information from a 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 increasingly complex texts for a variety of audiences and purposes (expressive, expository, expository 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 Education, Early Learning and Culture *Curriculum Handbook: Understanding Outcomes*.

Suggested Weighting

Speaking and Listening (20% - 30%)	SCO 1: justify understanding of an idea, issue, or text through effective communication	7% - 10%
	SCO 2: create a defense for a critical audience	7% - 10%
	SCO 3: respond verbally to a variety of complex, open-ended questions	6% - 10%
Reading and Viewing (35% - 40%)	SCO 4: critically analyse the purpose, structure, and characteristics of a variety of increasingly complex texts (fiction, non-fiction, drama, poetry/ lyrics, visual/multimedia, and multi-genre study)	18% - 20%
	SCO 5: examine the impact of literary devices within literature, media, and various forms of representing (allusion, irony, and symbolism)	4% - 5%
	SCO 6: evaluate how gender and socioeconomic status are portrayed in a variety of texts	4% - 5%
	SCO 7: integrate properly cited information from a variety of increasingly sophisticated and reliable sources	9% - 10%
Writing and Representing (35% - 40%)	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)	29% - 34%
	SCO 9: provide specific critical feedback on self, peer, and/or modelled text using success criteria	3% - 5%
	SCO 10: enhance personal text based on self, peer, and/or teacher critical feedback	3% - 5%
TOTAL		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.
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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.
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English 10	English 11	English 12
SCO 4: critically analyse the purpose, structure, and characteristics of a variety of texts (fiction, non-fiction, drama, poetry/lyrics, and visual/multimedia)	SCO 4: critically analyse the 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: critically analyse the 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.
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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

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

Speaking and Listening

Students will be expected to

Grade 10	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	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. reflect on their own ideas and learning
- h. respect the needs, rights, and responsibilities of others
- i. ask complex, open-ended, discriminating questions to acquire, interpret, and analyse ideas and information
- j. demonstrate understanding of others' ideas
- k. 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 11, students enhance this skill by asking complex, open-ended questions to others. They also focus on understanding other's ideas. This is a responsive outcome that should follow an instructional activity. For example, students may assess a theme in a poem 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 must gain experience asking complex, open-ended questions. They should be able to give reasonable and specific examples to justify their understanding of an idea, issue, or text. This outcome provides students with the opportunity to assess a variety of different ideas, issues, and texts. 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 11 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 10	Grade 11	Grade 12
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

Achievement Indicators

Students who have achieved this outcome should be able to

- a. examine a mentor text defence (e.g., fishbowl, panel)
- b. build and apply co-constructed success criteria
- c. present a personal viewpoint to a critical audience
- d. use supportive details to persuade a critical audience
- e. demonstrate how spoken language influences, manipulates, and reveals ideas, values, and attitudes
- f. adapt delivery to social contexts of different speech events
- g. adapt the message, language, and delivery to connect with the audience
- h. choose to use technology to enhance presentation
- i. critique opposing viewpoints using examples for support
- j. respond to challenging questions from the critical audience
- 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 11 English language arts, students enhance their ability to use persuasive communication by creating a defence for a critical audience.

The critical audience should include listeners that have the experience to be critical. Critical* is defined as "analysis and evaluation of an issue in order to form a judgement." Depending on the situation, this may include peers, teachers, or invited guests from the community. For example, a representative from the Human Rights Commission or Parent Council may participate. Students should be able to respond to questions from the critical audience.

Students may also choose to present to an audience within their school or community, in person or virtually. Students should experience a variety of speaking and listening situations over the course of Grade 11 English language arts including informal and formal settings.

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 increase 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).

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

* "Critical" Def. 2.2. Oxford Dictionary. Oxford University Press. 2015, [oxforddictionaries.com/definition/english/critical](http://www.oxforddictionaries.com/definition/english/critical)

Speaking and Listening

Students will be expected to

Grade 10	Grade 11	Grade 12
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

Achievement Indicators

Students who have achieved this outcome should be able to

- complex, open-ended questions
- examine responses to complex, open-ended questions
- build and apply co-constructed success criteria
- assess the situation in which questions are being asked
- analyse the viewpoints of others
- consider the viewpoints of others while constructing a response
- use precise information and examples to support responses
- respect the needs, rights, and responsibilities of others

Elaboration

The purpose of this outcome is to develop students' ability to respond verbally to complex, open-ended questions. This outcome may be used in conjunction with other SCOs.

Students will need to use their critical thinking and problem solving skills when responding to complex, open ended questions. Complex, open ended questions “are those questions that will solicit additional information from the inquirer... By definition, they are broad and require more than one or two word responses” (Richardson Jr., Dr. Jon V).

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 11 English language arts including informal and formal settings.

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

Reading and Viewing

Students will be expected to

Grade 10	Grade 11	Grade 12
SCO 4: critically analyse the purpose, structure, and characteristics of a variety of texts (fiction, non-fiction, drama, poetry/lyrics, and visual/multimedia)	SCO 4: critically analyse the 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: critically analyse the 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, and visual/multimedia texts (e.g., advertising, film, journalism, music videos, social media posts, television) from different provinces, countries, and cultures including Indigenous perspectives and selections inclusive of gender identity, and sexual orientation that promote equality and enhance students understanding of a diverse society
- b. understand texts using a variety of strategies such as cueing systems, utilizing prior knowledge, making connections, analysing, inferring, predicting, synthesizing, and evaluating
- c. identify purpose of texts (main idea and theme)
- d. identify structure of texts (sentences, language, word complexity, graphics, and layout)
- e. identify characteristics of text:
 - fiction/narrative nonfiction: setting, conflict, plot, characterization, and point of view
 - nonfiction: 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
- f. examine how texts manipulate, persuade, or control
- g. examine how beliefs, values, and power are shaped by the text
- h. examine relationships among topic, genre, purpose, context, and audience
- i. analyse purpose, structure, and characteristics of text
- j. make judgments about purpose, structure, and characteristics of text
- k. express and support personal reactions with a variety of examples from the text
- l. multi-genre study:
 - examine multi-genre mentor texts, assessing how issues, themes, and questions are represented through a variety of genres; assess how personal connections were made to each text
 - identify an issue, theme, or question through a variety of genres
 - 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 each piece was selected

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 critically analyse the purpose, structure, and characteristics of increasingly complex texts. See reading standards for a definition of text complexity. Students will select and read, collaboratively and independently, a range of texts (fiction, non-fiction, drama, poetry/lyrics, visual/multimedia texts, and multi-genre study). Students may employ assistive technology to support reading.

This outcome evolves throughout the Grades 10, 11 and 12 English language arts curriculum. Multi-genre study is a new component for Grade 11. In this component, students will evaluate one issue, theme, or question through a variety of genres (e.g., War – poetry, documentary, sculpture, novel; Love – photo, poem, essay). Students will make personal connections to each text they include in the multi-genre study.

As students gain experience evaluating purpose, structure, and characteristic of text, they should experience 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 critically analyse the 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 11 Reading Standards.

Reading and Viewing

Students will be expected to

Grade 10	Grade 11	Grade 12
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

Achievement Indicators

Students who have achieved this outcome should be able to

- 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)
- identify specific literary devices (allusion, irony, and symbolism)
- understand the meaning of specific literary devices in text
- analyse the context of the literary devices (e.g., what is being compared)
- 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 examine how literary devices are used in a variety of texts.

Students may explore a variety of literary devices in Grade 11 English language arts. Imagery, simile, metaphor, alliteration, personification, flashback, and foreshadowing were the focus in Grade 10. These devices will continue to be explored in Grade 11. Irony, symbolism, and allusion are new areas of focus for Grade 11. These high level literary devices require the students to enhance their conceptual knowledge.

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 10	Grade 11	Grade 12
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

Achievement Indicators

Students who have achieved this outcome should be able to

- read a wide variety of print, and visual/multimedia texts (e.g., advertising, film, journalism, music videos, social media posts, television) from different provinces, countries, and cultures including Indigenous perspectives and selections inclusive of gender identity, and sexual orientation that promote equality and enhance students understanding of a diverse society
- identify the author's portrayal of gender and socioeconomic status
- analyse gender and socioeconomic status in a variety of texts
- pose questions to clarify understanding
- consider their own and others' interpretation of a text
- seek further information to clarify understanding
- assess reliability of information
- make connections among different texts
- share viewpoints and perspectives with others
- use examples from text to justify viewpoints and perspectives
- respect the needs, rights, and responsibilities or 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 gender and socioeconomic status.

Gender* “is a set of socially constructed, assigned behaviors, and identity patterns which are often perceived to be intertwined with and/or equivalent to one’s sexual biology. In fact, gender is constructed and fluid, having multiple meanings across cultures, geographies, communities, and individuals. Although society promotes the dualistic concept that people are either a woman or a man, there are more than two genders.”

Socioeconomic* status identify as “the social standing, of class or an individual or group. It is often measured as a combination of education, income, and occupation. Examinations of socioeconomic status often reveal inequities in access to resources, plus issues related to privilege, power, and control.”

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., Mi’kmaq Confederacy, Human Rights, Peers 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.

In Grade 10, students focused on identity and culture. They may use this knowledge to build upon their evaluation of gender and socioeconomic status. In Grade 12, students will evaluate how ideologies are portrayed in a variety of texts.

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

* “Gender” Gender Equity Resource Centre, 2014, http://geneq.berkeley.edu/information_sheets, UC Berkley Gender Equity Resource Center, Web, October 9, 2014

* “Socioeconomic” American Psychology Association, 2014, <http://apa.org/topics/socioeconomic-status/index.aspx>, American Psychology Association, Web, October 9, 2014

Reading and Viewing

Students will be expected to

Grade 10	Grade 11	Grade 12
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

Achievement Indicators

Students who have achieved this outcome should be able to

- read texts in relation to an idea
- identify examples of reliable and unreliable sources
- evaluate and select a variety of increasingly sophisticated and reliable sources to support an idea
- synthesize information in support of their idea using direct and indirect quotations (e.g., SCO 2 and SCO 8)
- cite information properly

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 11, students should include complex, reliable sources. They should use research search engines to ensure quality and validity of resources. 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 11 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. 9 Oct. 2014

Writing and Other Ways of Representing

Students will be expected to

Grade 10	Grade 11	Grade 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)

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, expository, expository 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 the six write traits to refine writing (ideas, organization, word choice, voice, sentence structure, and conventions)
- f. make informed choices of language and techniques to refine imaginative writing and other ways of representing
- g. use note making strategies to reconstruct increasingly complex knowledge
- h. when using outside sources, use direct and indirect quotations to enhance ideas; make connections that support thesis/purpose
- i. use MLA format; other citation formats may be used when students integrate curriculum from other subject areas
- j. Creative multi-genre collection:
 - › identify an issue, theme, or question to develop through a variety of genres
 - › 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
 - › articulate how the genre impacts the exploration of the issue, theme, or question
 - › make personal connections to each genre and explain why each was selected

New achievement indicators for this outcome are alphabetized 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, expository, expository research, visual/multimedia, and creative multi-genre collection).

Students must select and write independently and collaboratively for a variety of purposes. Students should explore the difference between informal and formal writing and the expectations of each circumstance. 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 outcomes. 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., blog, diary entry, letter, painting, personal response, poem
- Expository (explains an idea/process and shows why it's important)
e.g., critique, profile story, manual, movie, literary essay
- Expository Research
e.g., blog, documentary, essay, research
- Visual/Multimedia
e.g., news broadcast, social media profile, video
- Creative Multigenre Collection:
Students will select an issue, theme, or question to explore through a variety of genres of writing and representing
e.g., "Where I Am From" — poem, painting, essay; "Poverty" — blog, short story, editorial, essay

Although it is not mandatory for students to write poetry/lyrics in Grade 11 English language arts, they may select it for expressive writing or for the creative multi-genre collection.

Due to time constraints, students may explore some or all text forms through the multigenre study.

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. 9 Oct. 2014

Parts of this elaboration were taken with permission from the New Brunswick Grade 11 Reading Standard.

Writing and Other Ways of Representing

Students will be expected to

Grade 10	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	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

- apply co-constructed success criteria based on Grade 11 writing achievement in SCO 8
- assess self, peer, and/or modelled text focusing on co-constructed success criteria
- consider the purpose and audience of the text
- identify specific strengths in the text
- provide specific suggestions for improvement in the text
- demonstrate effective communication skills when giving feedback
- 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 modelled 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 on all six write traits; however, it is important to have a clear focus for this activity. Success criteria should be based on Grade 11 writing achievement outlined in SCO 8.

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/representing. 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 word choice), 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. 9 Oct. 2014

Writing and Other Ways of Representing

Students will be expected to

Grade 10	Grade 11	Grade 12
SCO 10: enhance personal text based on self, peer, and/or teacher critical	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 11 writing achievement in SCO 8
- b. demonstrate an openness to receiving critical feedback
- c. state advantages of receiving critical feedback
- d. consider self, peer, and/or teacher critical feedback
- e. use success criteria to inform edition choices
- f. revise text based on self, peer, and/or teacher feedback
- g. ask questions to clarify understanding
- h. justify action taken in response and 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 11, students should be able to state advantages of receiving critical feedback.

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. 9 Oct. 2014

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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: create a defense for a critical audience			
SCO 3: respond verbally to a variety of complex, open-ended questions			
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: critically analyse the purpose, structure, and characteristics of a variety of increasingly 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 (allusion, irony, and symbolism)			
SCO 6: evaluate how gender and socioeconomic status are portrayed in a variety of texts			
SCO 7: integrate properly cited information from a 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 increasingly complex texts for a variety of audiences and purposes (expressive, expository, expository 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 Education, Early Learning and Culture *Curriculum Handbook: Understanding Outcomes*.