English 10/11 Learning outcomes

A)Oral Language

Purposes

A1 describe the function, significance, and validity of the oral tradition

A2 interact and collaborate in pairs and groups to

−support the learning of self and all other participants in a discussion −communicate respectfully with peers and adults

−explore ideas, information, emotions, and experiences −consider others’ perspectives

−achieve consensus −respond to and critique a variety of texts

−create a variety of texts

A3 express ideas and information in a variety of situations and forms to

−explore and respond −recall and describe

−narrate and explain −argue, persuade, and critique

−support and extend −engage and entertain

A4 listen to comprehend a variety of authentic First Peoples oral texts reflecting a variety of purposes, messages, and contexts, including texts relating to

−life lessons −individual and community responsibilities and obligations

−rites of passage −family histories

−creation stories −formal speeches

Strategies

A5 select, adapt, and apply a range of strategies to interact and collaborate with others in pairs and groups, including

−initiating and sharing responsibilities −listening attentively, respectfully, critically, and with purpose

−contributing ideas and supporting the ideas of others −seeking out diverse perspectives

−applying community protocol as appropriate −abiding by classroom protocol

−reaching consensus or agreeing to differ

A6 select, adapt, and apply a range of strategies to prepare oral communications, including

−interpreting a task and setting a purpose −generating ideas

−considering multiple perspectives −consulting multiple sources

−synthesizing relevant knowledge and experiences −establishing the physical and social environment

−planning, memorizing, and rehearsing presentations

A7 select, adapt, and apply a range of strategies to express ideas and information in oral communications, including

−vocal techniques −style and tone

−nonverbal techniques −visual aids

−organizational and memory aids −methods of monitoring audience reactions

A8 use listening strategies to understand, recall, and analyse a variety of texts, including

−extending understanding by accessing prior knowledge −making plausible predictions

−synthesizing main points −generating critical questions

−clarifying and confirming meaning

Thinking

A9 speak and listen to make personal responses to texts, by

−making connections to prior knowledge and experiences −relating reactions and emotions to understanding of the text

−generating thoughtful questions −making inferences

−explaining opinions using reasons and evidence −suggesting contextual influences and relationships

A10 speak and listen to interpret, analyse, and evaluate ideas, information, and understandings from a variety of texts, by

−examining and comparing ideas and concepts among texts −critiquing the speaker’s/author’s logic and quality of evidence

−describing and critiquing perspectives −identifying and challenging bias, contradictions, and distortions

−identifying the importance and impact of historical, social, and political contexts

A11 speak and listen to synthesize and extend thinking, by

−personalizing ideas, information, and understandings −explaining relationships among ideas, information, and understandings

−applying new ideas, information, and understandings −transforming existing ideas, information, and understandings

−contextualizing ideas, information, and understandings

A12 use metacognitive strategies to reflect on and assess their speaking and listening, by

−referring to criteria −making connections to First Peoples principles of learning

−considering how culture and experience have shaped their approach to listening

−setting goals for improvement −creating a plan for achieving goals

−evaluating progress and setting new goals

Features

A13 recognize and apply the structures and features of oral language to convey and derive meaning, including

−context −text structures −syntax −diction −usage conventions

−rhetorical devices −vocal techniques −nonverbal techniques −idiomatic expressions

B) Reading and Viewing

Purposes

B1 read and view, both collaboratively and independently, a wide variety of authentic First Peoples texts, including texts from

−local communities −other parts of North America and the world

B2 read, both collaboratively and independently, to comprehend a wide variety of authentic First Peoples literary texts, such as

−novels −short prose works

−drama works −poems

B3 read, both collaboratively and independently, to comprehend a wide variety of informational and persuasive texts dealing with a range of First Peoples topics, such as

−articles and reports −biographies and autobiographies

−magazines and newspapers −print and electronic reference material

−advertising and promotional material −opinion-based material

−student-generated material

B4 view, both collaboratively and independently, to comprehend a variety of visual texts representing local and other BC First Peoples cultures, such as

−film and video −photographs

−paintings, carvings, totems, petroglyphs, pictographs −textiles, regalia, masks

−dance, drama −graphic novels and illustrated literature

−broadcast media −web sites

−student-generated material

B5 independently select and read, for sustained periods of time, authentic First Peoples texts for enjoyment and to increase fluency

Strategies

B6 before reading and viewing, select, adapt, and apply a range of strategies to anticipate content and construct meaning, including

−interpreting a task −setting a purpose or multiple purposes

−accessing prior knowledge, including knowledge of genre, form, and context −making logical, detailed predictions

−generating guiding or speculative questions

B7 during reading and viewing, select, adapt, and apply a range of strategies to construct, monitor, and confirm meaning, including

−comparing and refining predictions, questions, and images −making connections to First Peoples worldviews

−making inferences and drawing conclusions −reading the text aloud or listening to it read aloud

−summarizing and paraphrasing −using text features

−determining the meaning of unknown words and phrases −clarifying meaning

B8 after reading and viewing, select, adapt, and apply a range of strategies to extend and confirm meaning, and to consider author’s craft, including

−reflecting on predictions, questions, images, and connections made during reading

−making connections to self, to identity, to other texts, and to place

−reviewing text and purpose for reading −making inferences and drawing conclusions

−summarizing, synthesizing, and applying ideas −identifying stylistic techniques

−Thinking

B9 explain and support personal responses to texts, by

−making comparisons to other ideas and concepts −relating reactions and emotions to understanding of the text

−developing opinions using reasons and evidence −suggesting contextual influences and relationships

B10 interpret, analyse, and evaluate ideas and information from texts, by

−critiquing logic and quality of evidence −identifying and describing diverse voices

−critiquing perspectives −identifying and challenging bias, contradictions, and distortions

−identifying the importance and impact of social, political, and historical contexts

B11 synthesize and extend thinking about texts, by

−making connections to First Peoples principles of learning −personalizing ideas, information, and understandings

−explaining relationships among ideas, information, and understandings −applying new ideas, information, and understandings

−contextualizing ideas, information, and understandings −transforming existing ideas and understandings

B12 use metacognitive strategies to reflect on and assess their reading and viewing, by

−making connections between their exploration of personal identity and texts studied −referring to criteria

−setting goals for improvement −creating a plan for achieving goals

−evaluating progress and setting new goals

Features

B13 recognize and explain how structures and features of First Peoples texts shape readers’ and viewers’ construction of meaning and appreciation of author’s craft, including

−functions of text −form and genre −literary elements −literary devices

−use of language −non-fiction elements −visual/aesthetic devices

B14 demonstrate increasing word skills and vocabulary knowledge, by

−analysing the origins and roots of words −determining meanings and uses of words based on context

−identifying, selecting, and using appropriate academic and technical language

−using vocabulary appropriate to audience and purpose −identifying selected terms from First Peoples languages

−discerning nuances in meaning of words, considering social, political, historical, and literary contexts

C) Writing and Representing

Purposes

C1 write meaningful personal texts that elaborate on ideas and information to

−experiment −explore and express identity

−support the well-being of self −make connections

−reflect and respond −remember and recall

C2 write purposeful informational texts that express ideas, information, and understanding to

−explore and respond −record and describe

−speculate and consider −argue and persuade

−analyse and critique −engage

C3 write effective imaginative texts to develop ideas, information, and understandings to

−strengthen connections and insights −explore and adapt literary forms and techniques

−experiment with increasingly sophisticated language and style −engage and entertain

C4 create thoughtful representations, individually and collaboratively, that communicate ideas, information, and understandings to

−reflect, explore, and respond −record and describe −explain and persuade −make connections −engage

Strategies

C5 select, adapt, and apply a range of strategies to generate, develop, and organize ideas for writing and representing, including

−making connections −setting a purpose and considering audience

−gathering and summarizing ideas from personal interest, knowledge, and inquiry −analysing writing samples or models

−setting class-generated criteria

C6 select, adapt, and apply a range of drafting and composing strategies while writing and representing, including

−using a variety of oral, written, and visual sources to collect ideas and information

−generating text independently and collaboratively −organizing and synthesizing ideas and information

−analysing writing samples or models −creating and consulting criteria

C7 select, adapt, and apply a range of strategies to revise, edit, and publish writing and representing, including

−checking work against established criteria −enhancing supporting details and examples

−refining specific aspects and features of text −Proofreading

Thinking

C8 write and represent to explain and support personal responses to texts, by

−making comparisons to other ideas and concepts −relating reactions and emotions to understanding of the text

−developing opinions using reasons and evidence −suggesting contextual influences and relationships

C9 write and represent to interpret, analyse, and evaluate ideas and information from texts, by

−critiquing logic and quality of evidence −relating and critiquing perspectives

−identifying and challenging bias, contradictions, and distortions

−identifying the importance and impact of social, political, and historical contexts

C10 write and represent to synthesize and extend thinking, by

−personalizing ideas, information, and understandings −explaining relationships among ideas, information, and understandings

−applying new ideas, information, and understandings −contextualizing ideas, information, and understandings

−transforming existing ideas and understandings

C11 use metacognitive strategies to reflect on and assess their writing and representing, by

−making connections to First Peoples principles of learning −relating their work to criteria set by self or others

−setting goals for improvement −creating a plan for achieving goals

−evaluating progress and setting new goals

Features

C12 use and experiment with elements of style in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including

−syntax and sentence fluency −diction −point of view −literary devices −visual/aesthetic devices

C13 use and experiment with elements of form in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including

−organization of ideas and information −text features and visual/aesthetic devices

C14 use conventions in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including

−grammar and usage −Canadian conventions for spelling, punctuation, and capitalization

−copyright and citation of references −presentation/layout