

Unit Plans: English 10-2

Quarter 2, 2012-2013

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OBJECTIVES FOR EACH UNIT:

UNIT 1: *Out of the Darkness*

(The Modern Play and Multi-genre Literature Selections)

Objectives: The play unit is designed as an introduction to drama, film and the theatre. The students will be exposed to the use of dialogue and monologue as a form of language. They will read and analyze the action in *The Miracle Worker*. There will be a focus on developing the ability to write for a specific purpose and audience, in both works of fiction and functional fact-based documents such as letters. Students will complete an independent research project to present to the class. Students will also analyze the audio-visual cues found in commercials and advertisements, which affect how we respond. Students will work at becoming active viewers and listeners, recognizing how sound, image and audio are adjusted and combined to encourage certain responses. This study of these audio-visual communications will include the components of reading, writing, listening, viewing, speaking and representing. Technology outcomes will be achieved within this framework.

Curriculum Outcomes:

(See below for descriptors)

1.1.1, 1.1.2, 1.2.2, 2.1.1, 2.1.4, 2.3.1, 3.1.1, 3.1.2, 3.2.1, 3.2.2, 3.2.3, 3.2.4, 4.1.1, 4.1.2, 4.1.3, 4.2.3, 4.2.4, 5.1.1, 5.1.2

Daily Activities:

- Participation in daily readings, activities and discussion
- Listening to and viewing professionally mastered selections (i.e.: movie trailers, commercials)
- W5's and questions for each scene
- Paraphrasing and finding meaning within the literature
- Identifying objects and foods with the remaining 3 senses: touch, smell and taste
- Dialogue journaling (synopsis, questions, predictions, and musings)
- Role playing in a deaf/mute environment
- Letter writing
- *Class visit from a member of the CNIB
- Viewing the play *The Miracle Worker*

Minor Assignments:

- Quizzes on independent reading
- Written character sketches and analysis of their motives
- Written predictions of upcoming events
- Reader's Theatre – an audio narration of a scene with sound effects

- Analyzing commercials and movie trailers for the way they get the effect they want, written analysis
- Internet used as a tool for researching the life of Helen Keller (the main character in the play)
- Audio biography of one of the characters with a written explanation
- Visual and print-form collage of a theme from the play
- Working on signing in a deaf/mute environment
- Creation of a collage of a theme from the play
- Practice the conventions of proper English in short written responses

Major Assignments:

- Research and presentation to the class on topic of choice (ex: psychic phenomenon, overcoming disabilities, virtual reality, historical person who suffered from a disability)
- Unit exam
- Completed dialogue journal
- A taped interview (developing questions for interviews, and speaking effectively)
- Creation of a “blind box” where the viewer must use his/her hands to see it
- Audio-biographies for Helen and Annie
- Final projects such as: a set design diorama with written descriptions and explanations, a soundtrack for the play with explanations, an alphabet book from the play, a journal from one of the main characters etc.

Grading Breakdown:

(unit)	Minor Assignments	20%
	Major Assignments	40%
	Unit Exam	30%
	Effort and Participation	<u>10%</u>

Total: 100%

UNIT 2: *Ripples and Reflections*

(Media and Multi-genre Literature Selections)

Objectives: The Media unit is, in many ways, similar to the play unit. The major difference is that it is approached in smaller increments. The students will study the components of the short story and will be able to identify these within their readings. They will also be expected to use these same components in writing their own stories. The students will engage in active verbal and written analysis and synthesis of the readings. During readings of poems, short stories, and myths, students will analyze the figurative language used by the author, and be able to describe in their own words, the events within the poetry and prose. Students will continue their analysis of Media and explore what effect the suggestions of printed images and text (advertisements) has on people's expectations, beliefs and experiences within our society. The portrayal of the First Nations peoples within literature and film will be explored in depth. *Backroads*, (short film – Shirley Cheechoo); *Smoke Signals*, (1998 film – Sherman Alexie); various Western film selections; and short story selections from *The Lone Ranger and Tonto*

Fistfight in Heaven, by Sherman Alexie will be used. This unit will include the objectives of reading, writing, listening, viewing, speaking and representing. The technology outcomes will be achieved within this framework.

Curriculum Outcomes:

(See below for descriptors)

1.1.1, 1.1.2, 1.2.1, 1.2.2, 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.3.1, 2.3.2, 2.3.3, 3.2.3, 4.2.3, 4.2.4, 5.1.1, 5.1.2, 5.2.1, 5.2.2

Daily Activities:

- Participation in daily readings, activities and discussion
- Study of the components of the short story (short story timeline)
- Exposure to various types of poetry which connect to the stories
- Questions and written reflection for each story
- Character descriptions, both internal and external
- Dialogue journaling (synopsis, questions, predictions, and musings)
- Viewing of available film versions of the stories and poems
- Viewing *Clash of the Titans*, (film)
- Viewing *Backroads*, (short film), Shirley Cheechoo
- Viewing *Smoke Signals*, (1998 film), Directed and Written by Sherman Alexie
- Reading selections from *The Lone Ranger and Tonto Fistfight in Heaven*, Sherman Alexie

Minor Assignments:

- Quizzes on independent reading
- Debating the motives of story characters
- Writing of alternate endings to open-ended stories
- Using random words to create found poetry
- Writing of their own myth
- Analysis of a television program/movie – as an example of the evolution of both short story and play
- Analysis of the portrayals of people within Media advertisements
- Reader's Theatre – an audio narration of a poem with sound effects
- The use of word processors to create concrete poetry
- Creating three dimensional poetry with cardboard work cutouts and paint
- Analysis of writing purpose: students will write to a specific audience
- Performance of a poem aloud
- Continued progression of using proper English language

Major Assignments:

- Final project such as: gathering a selection of poetry web sites from the net and linking them to a students page, creating a movie poster for a short story or poem, a fictional diary/scrapbook from one of the characters from a story / poem
- Written analysis of an image and text advertisement
- Unit exam
- Completed dialogue journal

Grading Breakdown:

(unit)	Minor Assignments	20%
	Major Assignments	40%
	Unit Exam	30%
	Effort and Participation	<u>10%</u>

Total: 100%

UNIT 3: *Survival of the Fittest***(The Novel and Multi-genre Literature Selections)**

Objectives: The Novel unit extends the knowledge of story line, plot, theme and characters from Language Arts 9 and explores them in increasing detail. The students, by this point in the course, will be expected to some of the reading independently, though much of it will still be read aloud, and be prepared to discuss and analyze it in class. Students will also engage in writing their own suspense stories. The introduction to Media from the previous unit will be expanded into an analysis of tone within writing and film. Students will analyze how tone and atmosphere are created within film. Cinematography, Visual and Auditory techniques will be discussed. Activity centers will be used to encourage both independent study and group work. The study of the novel will be done in detail, including the objectives of reading, writing, listening, viewing, speaking and representing. Microsoft Word, Netscape and Adobe PhotoShop will achieve the technology outcomes within this framework.

Curriculum Outcomes:

(See below for descriptors)

1.1.1, 1.2.1, 1.2.2, 1.2.3, 2.1.1, 2.1.4, 2.3.3, 3.2.3, 4.1.1, 4.1.2, 4.1.3, 4.1.4, 4.2.1, 4.2.2, 4.2.3, 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2

Daily Activities:

- Participation in daily readings, activities and discussion
- Participating in the “stranded” group project
- Listening to selections from the novel, and listing the events
- W5’s and questions for each chapter
- Discussions of events as they progress
- Paraphrasing and finding meaning within the literature
- Dialogue journaling (synopsis, questions, predictions, and musings)
- Viewing the Dateline documentary on the survivors of the Andes plane crash
- Viewing the films *Alive* and *Vertical Limit*
- Answering questions on the documentary and film

Minor Assignments:

- Quizzes on independent reading
- Written character sketches and analysis of their motives
- Creating maps

- Sculpting of the mountain where Ben hides out
- Changing form – performing and filming one of the chapters as a screenplay
- Internet and traditional research into survival
- Visual autobiography in the form of a collage, of one of the characters, with a written explanation
- Creation of a survival pack and an explanation of the contents
- Field trip to the climbing wall
- Elaborating on specific events within the novel
- A cartoon version of one of the chapters (done within a group)
- Continued practice of proper English language

Major Assignments:

- Creation of a map, recreating the setting of the novel
- Newspaper front of the events
- Unit exam
- Completed dialogue journal
- Short story, based on the theme of survival
- Final projects such as: a comic book version of one of the short stories (including selected text), a movie trailer for the book, a movie poster of *Deathwatch* done using some of the tools in Adobe PhotoShop or Corel Draw, a tell-all exclusive story for a news magazine etc.

Grading Breakdown:

(unit)	Minor Assignments	20%
	Major Assignments	40%
	Unit Exam	30%
	Effort and Participation	<u>10%</u>
		Total: 100%

Final Marks:

Units 1 – 3	70%
Final Exam (CAMP)	<u>30%</u>
Total: 100%	

SPECIFIC CURRICULUM OBJECTIVES FOR THE THREE UNITS:

(Selected from the Alberta Learning Website online English curriculum)

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/english/

GENERAL

OUTCOME 1

Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1.1 Form tentative understandings, interpretations and positions

a. identify and experiment with strategies that contribute to forming tentative understandings, interpretations and positions [for example, posing questions, suspending prejudgement as appropriate, recognizing that initial interpretations and positions may be inaccurate and incomplete, and recognizing that texts may be inaccurate, misleading or ambiguous]

b. express own explorations and attend to others' explorations to form tentative understandings and interpretations of works of literature and tentative positions on issues communicated by texts

1.1.2 Experiment with language, image and structure

a. experiment with language, image and structure to influence the content of texts and to create different effects in particular situations and for particular purposes and audiences [for example, present the same information to two different audiences, and make appropriate changes to the content to suit the audiences]

b. experiment with a variety of strategies, activities and resources to explore ideas, observations, opinions, experiences and emotions [for example, stream-of-consciousness writing, free verse poetry, exploratory talk and improvisation]

1.2.1 Consider new perspectives

a. describe personal responses to new perspectives, appraise whether such responses contribute to or inhibit understanding, and identify influences that have contributed to such responses

b. identify own ideas, perspectives and interpretations; and consider those of others to broaden own understandings when exploring and responding to texts

1.2.2 Express preferences, and expand interests

a. reflect on personal text preferences, identify influences that have contributed to the formation of these preferences, and select strategies that may be used to expand interests in texts and text creators [for example, complete and share reading inventories]

b. expand interests in a range of literary genres and a variety of other text types and text creators

1.2.3 Set personal goals for language growth

a. appraise own strengths and weaknesses as a language user; select appropriate strategies to increase strengths and address weaknesses; monitor the effectiveness of selected strategies; and modify selected strategies as needed to optimize growth as a language user [for example, assess growth in writing by using a writing portfolio and portfolio reflections]

b. set goals and identify and experiment with strategies for language growth in relation to formal and informal personal communications [for example, working in a group or taking a leadership role in a club]

GENERAL

OUTCOME 2

Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.

2.1.1 Discern and analyze context

a. identify the text creator's purpose and target audience

b. identify and describe aspects of a text [for example, specialized terminology and jargon, and acronyms]

c. discuss the relationship between text and context

2.1.2 Understand and interpret content

- a. use a variety of strategies to comprehend literature and other texts [for example, reading passages out loud, forming questions, making predictions, using context to determine the connotative meanings of words, using graphic organizers, making annotations, inferring, rereading, seeking assistance, using context clues, summarizing and visualizing], and develop a daily practice of reading [for example, paired reading, nightly reading, taped reading]
- b. identify a text's controlling idea, supporting ideas and supporting details
- c. retell the plot of a narrative, describe its setting, and identify the conflict developed
- d. identify and describe the personality traits, attitudes and relationships of characters developed/persons presented in works of literature and other texts
- e. identify a text creator's tone
- f. differentiate between literal and figurative statements, and describe images developed in texts
- g. identify visual elements [such as photographs, lists, tables, graphs, charts and other displays] and aural elements [such as sound effects, music and rhythm] that contribute to the meaning of texts
- h. differentiate between audience response to the content of a presentation and audience response to the performance of the presenter

2.1.3 Engage prior knowledge

- a. reflect on and describe strategies used to engage prior knowledge as a means of assisting comprehension of new text; select appropriate strategies to engage prior knowledge, and monitor their effectiveness; and modify selected strategies as needed
- b. identify and describe personal expectations for texts to be studied, by recalling prior experiences with and observations about similar contexts and content
- c. recall prior knowledge of the development of textual elements in previously-studied texts [such as plot, setting and character] to assist understanding of new texts

2.1.4 Use reference strategies and reference technologies

- a. use a variety of appropriate reference strategies and reference technologies to aid understanding [for example, formulating and refining questions, exploring works cited in other references, taking notes, and using library catalogues and Internet search engines]
- b. create and use own reference materials to aid understanding [for example, a personalized dictionary/glossary and a personalized URL address list]

2.2.1 Relate form, structure and medium to purpose, audience and content

- a. identify common text forms and their purposes, including communications forms [such as letters and memoranda] and literary forms [such as poems, narratives and dramatizations]
- b. identify and describe audience factors that may have influenced a text creator's choice of form and medium [for example, age, gender and culture]
- c. identify and describe organizational patterns and structural features that contribute to purpose and content, including the use of chronology to structure a narrative and the use of categories and headings to structure a report

d. identify and describe the characteristics of various common communications media [such as the use of headlines in newspapers, and menus and tabs in Internet web pages]

2.2.2 Relate elements, devices and techniques to created effects

a. identify rhetorical devices [such as repetition] and stylistic techniques [such as straightforward sentence structures] that create clarity, coherence and emphasis in print and nonprint texts

b. identify aspects of a text that are effective in the creation of atmosphere [such as setting, music, lighting and choice of words]

c. recognize irony and humour in print and nonprint texts, and identify language and ideas used to create irony and humour

d. recognize the use of simile and metaphor in print and nonprint texts, and describe their effects [for example, in making comparisons and evoking images]

e. explain the contribution of symbol to theme

f. recognize elements of effective oral, visual and multimedia presentations [such as movement, gesture, use of space, shape and colour]; and describe their effects

g. identify persuasive techniques used in a variety of print and nonprint texts [such as appealing to emotion and citing experts]

2.3.1 Connect self, text, culture and milieu

a. identify and consider personal moral and ethical perspectives, as well as cultural perspectives, when studying literature and other texts; and reflect on and monitor how perspectives change as a result of interpretation and discussion

b. respond personally and analytically to ideas developed in literature and other texts

c. compare choices and motives of characters and persons portrayed in texts with choices and motives of self and others

d. recognize Canadian content in texts

2.3.2 Evaluate the verisimilitude, appropriateness and significance of print and nonprint texts

a. identify the elements that make up effective text; assess a work previously studied according to these elements; develop criteria to evaluate the effectiveness of text; and modify criteria as needed [for example, a text could be assessed for relevant and interesting content, voice and/or style]

b. assess the appropriateness of own and others' understandings and interpretations of works of literature and other texts, by referring to the works and texts for supporting or contradictory evidence

c. describe settings and plots in terms of created reality and plausibility

d. describe character and characterization in terms of consistency of behaviour, motivation and plausibility

e. identify imagery in print and nonprint texts

f. identify the themes or controlling ideas in a text; assess whether or not these themes or controlling ideas are significant, based on own experiences, opinions, beliefs and values and those of others; and examine the content of the text for effectiveness [for example, effectiveness of supporting details and examples]

2.3.3 Appreciate the effectiveness and artistry of print and nonprint texts

- a. recognize that texts can be effective and artistic, and use appropriate terminology for discussing and appreciating the effectiveness and artistry of a broad variety of texts
- b. describe the effectiveness of various texts, including media texts, for presenting feelings, ideas and information, and for evoking response

GENERAL

OUTCOME 3

Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1.1 Focus on purpose and presentation form

- a. reflect on and describe strategies for determining the depth and breadth of inquiry and for identifying the purpose, audience and potential forms of presentation; select and monitor appropriate strategies; and modify selected strategies as needed [for example, define scope and parameters for research inquiry, create a timeline to guide research, analyze topic, and understand purpose and audience]
- b. describe the scope of the inquiry or research topic and the purpose of inquiry or research; identify the target audience; and identify the potential form for the presentation of inquiry or research findings, when applicable [such as a narrative, report, diary entry or biography]
- c. limit or expand the inquiry or research topic as appropriate [for example, develop a focus question for inquiry]

3.1.2 Plan inquiry or research, and identify information needs and sources

- a. reflect on and describe strategies for developing an inquiry or research plan that will foster understanding; select and monitor appropriate strategies; and modify strategies as needed to plan inquiry or research effectively [for example, use a research journal to keep and record reflections on the research process, clarify thinking, revisit initial perceptions, and ask questions that lead to new research]
- b. develop an appropriate inquiry or research plan that will address the topic and satisfy contextual requirements—purpose, audience and situation—and requirements of presentation form
- c. determine breadth and depth of prior knowledge, and formulate questions to determine information needs and to guide the collection of required information
- d. identify information sources intended to fill gaps between prior knowledge and required information
- e. identify and select potential strategies and technologies for gathering, generating and recording information [for example, outlining, webbing, taking notes in point form, recording sources accurately during information gathering, writing direct quotations correctly and bookmarking Internet sites]

3.2.1 Select, record and organize information

- a. reflect on and describe strategies that may be used to select, record and organize information; select and monitor appropriate strategies; and modify selected strategies as needed
- b. select information and other material appropriate to purpose from a variety of print and nonprint sources [for example, from museums, archives, government agencies, periodicals, microfiche, Internet, CD-ROMs, films, television and radio broadcasts, interviews, surveys, and print and online encyclopedias]
- c. record information accurately and completely, and document and reference sources, as appropriate [for example, document direct quotations, others' ideas and arguments, maps, charts, statistics, pictures and

diagrams from books, magazines, bibliographies, newspapers, audiovisual materials, electronic sources, interviews and films to avoid plagiarism]

d. organize information logically [such as by question, by category, by chronology or by cause and effect]

e. observe school/library rules for Internet use [for example, keep passwords, telephone numbers and addresses confidential; visit appropriate sites; observe rules for citing Internet sources; and respect copyright]

3.2.2 Evaluate sources, and assess information

a. reflect on and describe strategies for evaluating information sources and for detecting bias; select and monitor appropriate strategies; and modify selected strategies as needed to evaluate sources and detect bias

b. assess information sources for credibility and for appropriateness to purpose, audience and presentation form

c. assess the accuracy, completeness and currentness of information selected from sources; and assess the relevance and appropriateness of the information to purpose

d. identify and describe possible biases of sources [such as possible biases of text creators]

3.2.3 Form generalizations and conclusions

a. form generalizations by integrating new information with prior knowledge

b. draw conclusions that are appropriate to findings, reflect own understandings and are consistent with the identified topic, purpose and situation

c. distinguish between support and generalization, and provide support for generalizations and conclusions

3.2.4 Review inquiry or research process and findings

a. reflect on and assess the effectiveness of strategies used to guide inquiry or research [such as the effective use of time and the division of labour when involved in group research]

b. identify strategies to improve future inquiry or research, and monitor the effectiveness of these strategies

c. review the appropriateness and significance of findings, conclusions and generalizations drawn from gathered data and information; determine how best to share information; and determine the next steps, if any

d. seek feedback from others and use own reflections in order to evaluate the entire inquiry and research process, strive for craftsmanship and accuracy, and take pride in efforts and accomplishments

GENERAL

OUTCOME 4

Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.

4.1.1 Assess text creation context

a. reflect on the purposes for text creation [for example, to inform, explain, persuade or entertain] and on own motives for selecting strategies to engage an audience [for example, to communicate information, promote action or build relationships]; and consider potential consequences of choices regarding text creation [for example, follow-up action may be required to clarify information, a position may need to be defended and opposing viewpoints addressed, tone and style must be appropriate for intended audience]

- b. identify purpose for text creation, identify target audience, and select strategies to accomplish purpose and engage audience
- c. identify and address audience factors that affect text creation [such as age, prior knowledge, gender and culture]
- d. identify expectations and constraints of a communication situation, including assignment parameters, availability of time and accessibility of resources; and select strategies to address expectations and constraints [for example, paraphrase assignment instructions to identify tasks so that created texts will meet the expectations of the assignment]

4.1.2 Consider and address form, structure and medium

- a. select a text form appropriate to the purpose for text creation and consistent with the content to be presented in the text [for example, a proposal or other persuasive or informative text to demonstrate personal response to context (issue) or critical/analytical response to articles from a newspaper or magazine on an issue]
- b. identify and use structures consistent with form, content and purpose when creating texts [for example, chronological order to structure events in a narrative, and juxtaposed images to suggest contrast in a poster]
- c. identify and use a medium appropriate to content and context
- d. understand the concept of convention as it applies to oral, print, visual and multimedia text forms [for example, understand that a proposal is a report that puts forward an analysis of an issue and a recommendation for action]
- e. apply, when appropriate, the common conventions of oral, print, visual and multimedia text forms [for example, the common conventions of the *proposal*, including providing background information, presenting a statement of purpose, and offering alternatives and a recommendation for action; and the common conventions of *script*, including distinguishing between dialogue and stage directions, and providing directions for lighting, sound effects and camera use, when appropriate]

4.1.3 Develop content

- a. take ownership of text creation, by selecting or crafting a topic, concept or idea that is personally meaningful and engaging
- b. recognize and assess personal variables [such as personal experience and prior knowledge] and contextual variables [such as availability of time and resources] that influence the selection of a topic, concept or idea; and address these variables to increase the likelihood of successful text creation
- c. establish a focus for text creation, and communicate scope by framing an effective controlling idea or describing a strong unifying effect
- d. develop supporting details, by using developmental aids appropriate to form and purpose [for example, use storyboards to develop narrative events and details when creating a video, use charts and/or thought webs/mind maps to collect ideas and make connections between narrative elements and self when writing a personal response journal entry, and use a think-aloud reading strategy to make notes from informational text when writing a summary]
- e. develop content appropriate to purpose [for example, relate supporting information and examples to conclusions when creating a *written or oral report*; and relate imagery, use of metaphor and use of musical devices to purpose when developing a *poem*]

f. develop content appropriate to audience and situation [for example, provide data and information to develop a *written or oral report*, use descriptive details to capture events in a *narrative*, and craft rich visual images to develop a *video*]

g. incorporate appropriate examples from personal experience into created texts, when appropriate

4.1.4 Use production, publication and presentation strategies and technologies consistent with context

a. meet production, publication and display requirements for print texts as appropriate to purpose, audience and situation [for example, consider layout, font and visuals when publishing a brochure]

b. develop presentation materials; and select strategies and technologies appropriate to purpose, audience and situation [for example, give members of the audience a pretest on the presentation topic to understand their prior knowledge]

c. develop and deliver oral, visual and multimedia presentations, using voice production factors [such as volume, tone and stress], nonverbal factors [such as gestures, posture, distance and eye contact] and visual production factors [such as colour and contrast] appropriate to purpose, audience and situation

d. experiment with various strategies to create rapport between the presenter and the audience [for example, by using personal anecdotes and examples, by asking questions to involve the audience, and by using engaging body language]

4.2.1 Enhance thought and detail

a. identify the controlling idea or desired unifying effect of a text in progress [such as rehearsals, mock-ups and drafts]

b. review the accuracy, specificity and precision of details, events, images, facts or other data intended to support a controlling idea or to develop a unifying effect; and add to details, events, images, facts or other data as needed to provide sufficient support or development [for example, use a revision strategy such as the Five R's to read, react, rework, reflect and refine work]

c. assess own critical/analytical responses for consistency, completeness and relevance of evidence; and strengthen reasoning as needed by adding to, modifying or deleting details to provide reliable and pertinent evidence and make effective arguments [for example, work with a small group to use a revision strategy like Workshop Advice, where each person in the group provides one suggestion for a sentence change]

4.2.2 Enhance organization

a. assess the beginning of a text in progress, and revise it as needed to establish purpose [for example, the introduction of a *written or oral report*, or the initial stanza or opening lines of a *poem*]

b. review the organizational components of a text in progress [such as paragraphs, scenes or steps in a process], and revise them as needed to strengthen their effectiveness as units of thought or experience

c. review the closure of a text in progress, and revise it as needed to strengthen its relationship to purpose [for example, to review the closure of a written text, learn two or three common structural patterns for writing conclusions, and practice writing two or three conclusions for a text in progress; then choose the most effective conclusion]

d. assess relationships among controlling idea, supporting ideas and supporting details; and strengthen relationships as needed to enhance the unity of texts

e. assess transitions and transitional devices, and revise them as needed to strengthen coherence [for example, assess the use of repetition and balance in an essay, or fade-outs and dissolves in a video production to create smooth transitions between elements in a text]

4.2.3 Consider and address matters of choice

- a. develop a list of effective vocabulary words and stylistic choices [for example, develop a list of effective verbs, by listing all the verbs used in own text and replacing frequently used verbs with new verbs as appropriate]
- b. develop the use of appropriate words and expressions [for example, use words with straightforward denotations to strengthen clarity in informative and persuasive texts, and use words with connotative meanings to evoke images in poetry and narrative texts]
- c. use a variety of sentence patterns and structures appropriately [for example, use straightforward sentence structures to strengthen clarity of informative and persuasive texts, and use short sentences to indicate action in narrative texts]
- d. describe the effects of own use of stylistic techniques and rhetorical devices [for example, underline effective words and phrases in written text, and describe the effects created, such as clarity and emphasis; and describe the use of sound in multimedia text in terms of the effects created, such as humour and realism]
- e. recognize personal voice as a text creator, and practise various methods to develop craft [for example, to recognize voice in own writing and to develop craft, note personal preferences related to the types and number of sentences used that follow various patterns; read a section of writing from a favourite author, and note the author's use of the same and different patterns; and rewrite some sentences in own work to achieve variety, noting the effect]

4.2.4 Edit text for matters of correctness

- a. use handbooks and other tools, including electronic tools, as resources to assist with text creation [for example, dictionaries, thesauri and spell checkers]
- b. know and be able to apply basic capitalization and punctuation conventions correctly
- c. know and be able to apply spelling conventions independently, or with the use of a handbook or other tools, such as a list of spelling strategies or rules
- d. know and be able to identify parts of speech in own and others' texts, including nouns, pronouns, verbs, adjectives and adverbs
- e. know and be able to identify parts of the sentence in own and others' texts, including subject, verb, direct object and indirect object
- f. detect and correct common sentence faults—run-on sentence and unintended sentence fragment
- g. identify and be able to use common sentence structures correctly—simple, compound, complex and compound-complex
- h. pay particular attention to punctuation, spelling, grammar, usage and sentence construction when using unfamiliar vocabulary, complex syntax and sophisticated rhetorical devices
- i. explain why certain communication situations demand particular attention to correctness of punctuation, spelling, grammar, usage and sentence construction

GENERAL OUTCOME 5

Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1.1 Use language and image to show respect and consideration

- a. monitor own use of verbal and nonverbal communication in order to convey respect and consideration, as appropriate [for example, use euphemism, implication and body language appropriately and sensitively]
- b. analyze and describe language and images used in literature and other texts to convey respectful and considerate, or disrespectful and inconsiderate, perspectives and attitudes [for example, stereotyping that contributes to negative portrayals of characters in literature and persons in life]
- c. analyze and describe positive or negative portrayals of characters in literature and persons in life, and be sensitive to the feelings of others
- d. analyze and describe verbal and nonverbal communication that contribute to the inclusion or exclusion of individuals involved in a communication situation, and use verbal and nonverbal communication that is inclusive of other individuals [for example, use allusions and acronyms that will be familiar to an audience, and use gender inclusive nouns and pronouns]
- e. differentiate constructive criticism from ridicule, and irony from sarcasm

5.1.2 Appreciate diversity of expression, opinion and perspective

- a. appreciate diversity of thought and expression, select and monitor appropriate strategies for appreciating diversity, and modify selected strategies as needed
- b. describe the ways in which selected works of literature and other print and nonprint texts influence individual and group values and behaviours
- c. identify the underlying assumptions reflected in the ideas and opinions presented in a text

5.1.3 Recognize accomplishments and events

- a. use language and image to honour own and others' accomplishments [for example, celebrate together when classmates have accomplished a particular task or produced, published or presented a particular text; or celebrate the completion of a portfolio with family and friends by holding a portfolio "launch"]
- b. identify formal and informal ways in which language and image are used appropriately to honour people and to celebrate events [for example, eulogy, toast and public service announcements]

5.2.1 Cooperate with others, and contribute to group processes

- a. set appropriate personal goals for participation in a group; and share personal knowledge, expertise and perspectives with others, as appropriate
- b. reflect on and describe strategies used to negotiate with, coordinate with and cooperate with others; select appropriate strategies for negotiating with, coordinating with and cooperating with others; monitor selected strategies; and modify selected strategies as needed to accomplish group goals

5.2.2 Understand and evaluate group processes

- a. develop and use criteria to monitor and assess group processes [such as division of labour and time management]
- b. understand the various potential roles and responsibilities of group members [such as researcher and presenter; director and participants; and chairperson, recorder and timekeeper], and appreciate the contribution that these roles make to group processes

c. identify and use various means to facilitate completion of group projects [for example, establish clear purposes and procedures for solving problems, monitor progress, and make modifications to meet stated objectives]

d. analyze the function of teamwork tools [such as checklists, role descriptors, timelines and flow charts, whiteboards for brainstorming, electronic list servers, agendas, and meeting notes], and use such tools as appropriate