

# English 12 / English/Communications 12

## English 12: African Heritage / Advanced English 12

### General Curriculum Outcomes

Students will be expected to

#### Speaking and Listening

1. speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences
2. communicate information and ideas effectively and clearly, and to respond personally and critically
3. interact with sensitivity and respect, considering the situation, audience, and purpose

#### Reading and Viewing

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

#### Writing and Other Ways of Representing

8. use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations
9. create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes
10. use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness

### Specific Curriculum Outcomes

Students in Advanced English 12 courses are required to achieve the outcomes for English 12 in addition to the outcomes for Advanced English 12.

Students will be expected to

- 1.1 examine others' ideas and synthesize what is helpful to clarify and expand on their own understanding
- 1.2 ask discriminating questions to acquire, interpret, analyze, and evaluate ideas and information
- 1.3 articulate, advocate, and justify positions on an issue or text in a convincing manner, showing an understanding of a range of viewpoints
- 1.4 listen critically to analyze and evaluate concepts, ideas, and information

- 2.1 interact in both leadership and support roles in a range of situations, some of which are characterized by complexity of purpose, procedure, and subject matter
- 2.2 adapt language and delivery for a variety of audiences and purposes in informal and formal contexts, some of which are characterized by complexity of purpose, procedure, and subject matter
- 2.3 respond to a wide range of complex questions and directions
- 2.4 reflect critically on and evaluate their own and others' uses of language in a range of contexts, recognizing elements of verbal and nonverbal messages that produce powerful communication
  
- 3.1 consistently demonstrate active listening and concern for the needs, rights, and feelings of others
- 3.2 demonstrate how spoken language influences and manipulates, and reveals ideas, values, and attitudes
- 3.3 address the demands of a variety of speaking situations, making critical language choices, especially of tone and style
  - express individual voice, enabling them to remain engaged, but be able to determine whether they will express themselves or remain silent
  
- 4.1 select texts to support their learning needs and range of special interests
- 4.2 read widely and experience a variety of literary genre and modes from different provinces and countries, and world literature from different literary periods
- 4.3 articulate their understanding of ways in which information texts are constructed for particular purposes
- 4.4 use the cueing systems and a variety of strategies to construct meaning in reading and viewing complex and sophisticated print and media texts
- 4.5 articulate their own processes and strategies in exploring, interpreting, and reflecting on sophisticated texts and tasks
  
- 5.1 access, select, and research, in systematic ways, specific information to meet personal and individual learning needs
  - use the electronic network and other sources of information, in ways characterized by complexity of purpose, procedure, or subject matter
  - evaluate their research processes
  
- 6.1 make informed personal responses to increasingly challenging print and media texts and reflect on their responses
  - make connections between their own values, beliefs, and cultures and those reflected in literary and media texts
  - analyze thematic connections among texts and articulate an understanding of the universality of many themes
  - demonstrate a willingness to explore diverse perspectives to develop or modify their points of view
- 6.2 articulate and justify points of view about texts and text elements
  - interpret ambiguities in complex and sophisticated texts
  
- 7.1 critically evaluate the information they access
- 7.2 show the relationships among language, topic, purpose, context, and audience
  - note the relationship of specific elements of a particular text to elements of other texts
  - describe, discuss, and evaluate the language, ideas, and other significant characteristics of a variety of texts and genres

- 7.3 respond critically to complex and sophisticated texts
  - examine how texts work to reveal and produce ideologies, identities, and positions
  - examine how media texts construct notions of roles, behaviour, culture, and reality
  - examine how textual features help a reader and viewer to create meaning of the texts
- 8.1 use writing and other ways of representing to explore, extend, and reflect on
  - their experiences with and insights into challenging texts and issues
  - the writing processes and strategies they use
  - their achievements as language users and learners
  - the basis for their feelings, values, and attitudes
- 8.2 use note-making strategies to reconstruct increasingly complex knowledge
  - explore the use of photographs, diagrams, storyboards, etc., in documenting experiences
- 8.3 make effective choices of language and techniques to enhance the impact of imaginative writing and other ways of representing
- 9.1 produce writing and other forms of representation characterized by increasing complexity of thought, structure, and conventions
- 9.2 demonstrate an understanding of the ways in which the construction of texts can create, enhance, or control meaning
  - make critical choices of form, style, and content to address increasingly complex demands of different purposes and audiences
- 9.3 evaluate the responses of others to their writing and media production
- 10.1 apply their knowledge of what strategies are effective for them as creators of various writing and other representations
- 10.2 use the conventions of written language accurately and consistently in final products
- 10.3 use technology effectively to serve their communication purposes
  - design texts that they find aesthetically pleasing and useful
- 10.4 demonstrate a commitment to the skilful crafting of a range of writing and other representations
- 10.5 integrate information from many sources to construct and communicate meaning

## Advanced English 12 Outcomes (Draft)

- AE1.1 practise effective speaking and listening skills to examine and reflect on the thought embodied in the spoken language of others
- AE1.2 demonstrate in their interactions an understanding of the cultural and critical reasons for their own viewpoint and those of others
- AE2.1 articulate the elements needed for effective participation in various learning contexts (large groups, small groups)
- AE2.2 listen critically and respond thoughtfully to complex questions, concepts, ideas, and information
- AE2.3 manipulate language to communicate ideas and demonstrate an understanding of how this manipulation produces more powerful communication
- AE2.4 demonstrate fluency in communicating in formal contexts dependent on purpose and audience
- AE2.5 exhibit extended vocabulary and verbal expression
- AE3.1 describe the impact of subtle differences in word choices and tone
- AE3.2 demonstrate ability to engage in discussions about complex and controversial issues

- AE3.3 recognize the power of formal and informal language as it relates to race, gender, culture, and class (e.g., primary and secondary discourses)
- AE4.1 select texts independently to supplement those used in the classroom
- AE4.2 select challenging texts to support their learning needs and special interests
- AE4.3 select texts to increase their range of interest
- AE4.4 refine and extend their own processes and strategies in exploring, interpreting, and reflecting on sophisticated texts and tasks
- AE5.1 critically evaluate information, assessing the suitability, reliability, and credibility of language, form, genre, and source
- AE5.2 understand and appreciate the expectations of research ethics
- AE6.1 investigate reasons for their responses to texts as individuals and as members of a socio-cultural group
- AE7.1 evaluate the political, social, cultural, and emotional connotations embedded in language
- AE7.2 evaluate and respond to the artful use of language in a variety of texts
- AE8.1 demonstrate an understanding of the value of writing to extend thinking
- use metacognition to extend thinking and reflect on the writing process
  - understand that writing is a way of thinking deeply
- AE8.2 demonstrate an understanding of the value of other ways of representing to reflect insightful understandings of texts and issues
- AE8.3 demonstrate an understanding of the similarities and differences among challenging texts and issues
- AE8.4 communicate insight into and empathy for the diversity of the human experience
- AE9.1 effectively defend an interpretation of a text or issue
- AE9.2 develop, revise, and publish texts for purposes and audiences outside of the classroom
- AE10.1 create and support a scholarly thesis with appropriate evidence
- AE10.2 demonstrate proficiency in matters of correctness and stylistic choice in a range of genres or forms