

COMMUNICATIONS 11 AND 12

Integrated Resource Package 1998

Copyright © 1998 Ministry of Education, Province of British Columbia.

Copyright Notice

No part of the content of this document may be reproduced in any form or by any means, including electronic storage, reproduction, execution or transmission without the prior written permission of the Province.

Proprietary Notice

This document contains information that is proprietary and confidential to the Province. Any reproduction, disclosure or other use of this document is expressly prohibited except as the Province may authorize in writing.

Limited Exception to Non-reproduction

Permission to copy and use this publication in part, or in its entirety, for non-profit educational purposes within British Columbia and the Yukon, is granted to all staff of B.C. school board trustees, including teachers and administrators; organizations comprising the Educational Advisory Council as identified by Ministerial Order; and other parties providing direct or indirect education programs to entitled students as identified by the *School Act* or the *Independent School Act*.

PREFACE: USING THIS INTEGRATED RESOURCE PACKAGE

Preface III

INTRODUCTION TO COMMUNICATIONS 11 AND 12

Rationale 1
 Content and Requirements 1
 Considerations for English Language Arts Instruction 1
 Creating, Understanding, and Responding to Communications 3
 The Communications 11 and 12 Curriculum 4
 Curriculum Organizers 5
 Suggested Instructional Strategies 5
 Suggested Assessment Strategies 6
 Integration of Cross-Curricular Interests 7
 English Language Arts and Diverse Student Needs 8
 Learning Resources 8

THE COMMUNICATIONS 11 AND 12 CURRICULUM

Grade 11 12
 Grade 12 34

COMMUNICATIONS 11 AND 12 APPENDICES

Appendix A: Prescribed Learning Outcomes A-3
 Appendix B: Learning Resources B-3
 Appendix C: Cross-Curricular Interests C-3
 Appendix D: Assessment and Evaluation D-3
 Appendix E: Acknowledgments E-3

This Integrated Resource Package (IRP) provides basic information teachers will require in order to implement the Communications 11 and 12 curriculum. The information contained in this IRP is also available via the Ministry web site:

<http://www.bced.gov.bc.ca/irp/irp.htm> .

The following paragraphs provide brief descriptions about each section of the IRP.

THE INTRODUCTION

The Introduction provides general information about Communications 11 and 12, including special features and requirements. It also provides a rationale for teach Communications 11 and 12 in BC schools.

COMMUNICATIONS 11 AND 12 CURRICULUM

The provincially prescribed curriculum for Communications 11 and 12 is structured in terms of *curriculum organizers*. The main body of this IRP consists of four columns of information for each organizer. These columns describe:

- provincially prescribed learning outcome statements
- suggested instructional strategies for achieving the outcomes
- suggested assessment strategies for determining how well students are achieving the outcomes
- provincially recommended learning resources

Prescribed Learning Outcomes

Learning outcome statements are content standards for the provincial education system. Prescribed learning outcomes set out the knowledge, enduring ideas, issues,

concepts, skills, and attitudes for each subject. They are statements of what students are expected to know and be able to do in each grade. Learning outcomes are clearly stated and expressed in observable terms. All learning outcomes complete the stem: “It is expected that students will. . . .”.

Outcome statements have been written to enable teachers to use their experience and professional judgment when planning and evaluating. The outcomes are benchmarks that will permit the use of criterion-referenced performance standards. It is expected that actual student performance will vary. Evaluation, reporting, and student placement with respect to these outcomes depend on the professional judgment of teachers, guided by provincial policy.

Suggested Instructional Strategies

Instruction involves the use of techniques, activities, and methods that can be employed to meet diverse student needs and to deliver the prescribed curriculum. Teachers are free to adapt the suggested instructional strategies or substitute others that will enable their students to achieve the prescribed learning outcomes. These strategies have been developed by specialist and generalist teachers to assist their colleagues; they are suggestions only.

Suggested Assessment Strategies

The assessment strategies suggest a variety of ways to gather information about student performance. Some assessment strategies relate to specific activities; others are general. These strategies have been developed by specialist and generalist teachers to assist their colleagues; they are suggestions only.

Provincially Recommended Learning Resources

Provincially recommended learning resources are materials that have been reviewed and evaluated by BC educators in collaboration with the Ministry of Education according to a stringent set of criteria. These resources are organized as Grade Collections. A Grade Collection is the format used to organize the provincially recommended learning resources by grade and by curriculum organizer. It can be regarded as a ‘starter set’ of basic resources to deliver the curriculum. These resources are typically materials suitable for student use, but they may also include information primarily intended for teachers. Teachers and school districts are encouraged to select those resources that they find most relevant and useful for their students, and to supplement these with locally approved materials and resources to meet specific local needs.

The recommended resources listed in the main body (fourth column) of this IRP are those that either present comprehensive coverage of the learning outcomes of the particular curriculum organizer or provide unique support to specific topics. Further information about these recommended learning resources is found in Appendix B.

THE APPENDICES

A series of appendices provides additional information about the curriculum, and further support for the teacher.

- *Appendix A* lists the curriculum organizers and the prescribed learning outcomes for each grade for the curriculum.
- *Appendix B* consists of general information on learning resources as well as Grade Collection organizational charts and annotations for the provincially recommended resources. New resources are evaluated and added to the Grade Collections on a regular basis.
- *Appendix C* contains assistance for teachers regarding provincial evaluation and reporting policy. Prescribed learning outcomes have been used as the source for samples of criterion-referenced evaluations.
- *Appendix D* acknowledges the many people and organizations that have been involved in the development of this IRP.

PREFACE: USING THIS INTEGRATED RESOURCE PACKAGE

Grade → **GRADE 11 • Comprehend and Respond (Strategies and Skills)** → **Curriculum Organizer and Suborganizer**

Prescribed Learning Outcomes

The Prescribed Learning Outcomes column of this IRP lists the specific learning outcomes for each curriculum organizer and sub-organizer.

PRESCRIBED LEARNING OUTCOMES	SUGGESTED INSTRUCTIONAL STRATEGIES
<p><i>It is expected that students will:</i></p> <ul style="list-style-type: none"> • use a variety of strategies before, during, and after reading, viewing, or listening to increase comprehension and recall • construct and confirm meaning using word-structure analysis, context clues, and prominent organizational patterns • apply appropriate strategies for locating and using information from a variety of print and non-print resources, including electronic resources • demonstrate efficient note-taking strategies 	<ul style="list-style-type: none"> • Give students the title and topic of a selection. Ask them to brainstorm what they already know about the topic or can predict from the title. In groups, have students formulate three questions about the selection. Ask each group to write its questions on the board. Have each student choose a question to answer in a written or oral presentation after reading, viewing, or listening to the selection. As a final activity, have students write response journal entries about their new understanding of the topic. • Demonstrate to students common techniques for conveying information in informational documents, such as: <ul style="list-style-type: none"> - titles, headings, and subheadings - clear structure and visual design - side bars - summaries - indices and tables of content - highlighted vocabulary - icons - graphs, charts, and diagrams - photos and illustrations <p>Then have students look for examples of these techniques in a selection of documents, list their findings, and discuss the effectiveness of each technique.</p> <ul style="list-style-type: none"> • Teach students the two-column note format, in which the main points are placed in the left column and supporting information in the right column. Then divide the class into groups and give each group a research topic and a variety of types of information about the topic (e.g., newspaper articles, Internet materials, photographs, graphs, charts). Have each group create a two-column set of notes on poster paper. Post the notes on a classroom wall and have the groups do a Gallery Walk. Ask students to rephrase the information in each poster into a set of questions and to identify any questions not answered by the notes. As a class, have students discuss what they learned about each of the topics from the notes.

Suggested Instructional Strategies

The Suggested Instructional Strategies column of this IRP suggests a variety of instructional approaches that include group work, problem solving, and the use of technology. Teachers should consider these as examples that they might modify to suit the developmental levels of their students.

Grade → **GRADE 11 • Comprehend and Respond (Strategies and Skills)** → **Curriculum Organizer and Suborganizer**

Suggested Assessment Strategies

The Suggested Assessment Strategies offer a wide range of different assessment approaches useful in evaluating the prescribed learning outcomes. Teachers should consider these as examples they might modify to suit their own needs and the instructional goals.

SUGGESTED ASSESSMENT STRATEGIES	RECOMMENDED LEARNING RESOURCES
<ul style="list-style-type: none"> • Have students keep ongoing lists of skills and strategies they are developing, along with examples of how and when they have used each one. From time to time, ask them to review their lists and comment on strategies they: <ul style="list-style-type: none"> - frequently use for specific kinds of tasks - rely on for a wide variety of tasks - do not find useful - have difficulty using • As students work with selections, look for evidence that they can use effective note-taking skills. Use criteria such as: <ul style="list-style-type: none"> - summarizes main ideas - turns headings into questions - finds supporting details - defines unfamiliar vocabulary <p>Develop a class rating scale that can be used for self-, peer-, and teacher assessment of a set of notes.</p> <ul style="list-style-type: none"> • Assess students' comprehension skills and strategies in a variety of independent and group contexts. Look for evidence that they can: <ul style="list-style-type: none"> - describe problems when they have difficulty - suggest appropriate strategies or approaches - consider their purpose and the nature of the problems in choosing approaches - persist, trying different approaches when one is not effective - objectively analyse what worked and how they can apply what they've learned to new situations 	<div style="text-align: center; margin-bottom: 10px;">  Print Materials </div> <ul style="list-style-type: none"> • The Communications Handbook • Reading and Writing for Success <div style="text-align: center; margin-bottom: 10px;">  Multimedia </div> <ul style="list-style-type: none"> • Breakthroughs

Recommended Learning Resources

The Recommended Learning Resources component lists the Grade Collection titles for this grade and organizer. A complete list including a short description of the resource, its media type, and distributor is included in Appendix B of this IRP.

This Integrated Resource Package (IRP) sets out the provincially prescribed curriculum for Communications 11 and 12. The development of this IRP has been guided by the principles of learning. These are:

- Learning requires the active participation of the student.
- People learn in a variety of ways and at different rates.
- Learning is both an individual and a group process.

RATIONALE

Communications 11 and 12 is intended to help students become fully skilled language users, capable of comprehending and responding to the multiple forms and functions of language that surround them. This is a goal Communications 11 and 12 shares with the other English curricula at these grade levels.

The language arts options for grades 11 and 12 reflect the different language skills senior students choose to focus on as part of their career and personal planning. English Language Arts 11 and 12 focusses on the expressive and functional purposes of language and its uses in a variety of contexts. ~~Technical and Professional Communications 12 focusses more specifically on the functional uses of language in technical and professional contexts.~~ Communications 11 and 12 focusses on the essential language skills students need to function in daily life and the workplace.

CONTENT AND REQUIREMENTS

The Communications 11 and 12 curriculum incorporates components from the province's 1985 Communications 11 and 12 curriculum,

contributions of groups of British Columbia educators, and much of the content and intent of the Western Consortium Common Curriculum Framework of Outcomes for English Language Arts K to 12.

Communications 11 and 12 is intended to help students develop the language competency fundamental to many opportunities in life, including continued learning, employment, and social interaction. The curriculum provides students with opportunities to study a broad range of informational and literary works and to practice using language in written, oral, and visual forms for a variety of functions. The curriculum places special emphasis on ensuring that students graduate with strong basic language skills.

Graduation Requirements for English Language Arts K to 12

All BC students are required to take English Language Arts from Kindergarten to Grade 12. In Grade 12, one of English Language Arts 12, Communications 12, ~~or Technical and Professional Communications 12~~ will satisfy graduation requirements. A student who successfully completes Communications 11 may take any of the three Grade 12 English language arts courses.

CONSIDERATIONS FOR ENGLISH LANGUAGE ARTS INSTRUCTION

Students' knowledge and use of language begins before formal schooling and is refined throughout their years of formal education and beyond. As students progress through the grades, they are expected to work more independently and to acquire more sophisticated and complex language. This prepares them for advanced learning and

eventual entry into the workplace. Students' range of language use develops cumulatively as they mature; they become more skilled in using language as they learn how it works and its many purposes.

The pace of development depends upon students' experiences, abilities, strengths, and needs; background knowledge and skills; social, cultural, and geographical environments; and language opportunities. Students constantly shape and reshape language based on self-assessment and the responses they receive from others—at home, at school, in the community, and in the workplace.

A student's language learning is influenced by a number of factors, including the complexity of the task, the support she or he receives, and cultural norms. Students need learning activities that are well suited to their abilities and maturity and which include a variety of experiences, from highly structured and concrete to more open-ended and challenging. Students should have opportunities to express their views, make real decisions, feel that their ideas are valued, and assume increasing responsibility for learning.

An English language arts program should encourage students to:

- communicate effectively in written, spoken, and visual forms, in a variety of contexts and for varied purposes
- develop positive attitudes toward language learning
- read and understand a variety of literary and informational texts
- use language to collaborate with others in various contexts
- make connections to other areas of study and to life outside the classroom

- think critically, creatively, and reflectively
- appreciate their own culture and the culture of others
- use technology

Developing Positive Attitudes

Students with positive attitudes toward language learning are more likely to become good speakers, listeners, readers, and writers. The learning environment should stimulate students' imaginations and foster enjoyment of language in all its aspects. Language experiences should encourage students to understand and respect cultural, racial, and linguistic diversity. Language activities should help students link classroom learning with the languages and cultures in their homes. These activities should incorporate the full range of students' experiences in their families, schools, local communities, and the wider world.

Making Connections

The various language arts—listening and speaking, reading and writing, viewing and representing—are integrated, interdependent processes. Skills in one mode are often correlated with skills in another. Students should therefore have opportunities to build their skills in all language processes.

Language learning should be taught in an authentic context so that students can perceive the relevance of tasks and make connections between familiar experiences and new knowledge. Students continually build knowledge and understanding by connecting the new with the familiar. Some associations are immediate and spontaneous; others develop as students try to make sense of ideas by collaborating, interacting with others, presenting, reviewing, and setting new goals.

Thinking Critically, Creatively, and Reflectively

Students' abilities to think critically and creatively depend on their language skills. By reflecting on their ideas and using language to express them, students become more adept at expressive, artistic, and logical thought, as well as problem solving, and broaden their foundation of written, oral, and representative language use. These are essential skills for independent and lifelong learning that develop as students use language to analyse their ideas and to move them from the personal to the public realm.

As well, feedback from others and from personal reflection helps students assess their own language development. This awareness motivates students to consider cause and effect in their communications and to improve their abilities to manipulate language for clarity and impact. As well, students should have opportunities to become discerning and critical "consumers" of mass media communications.

Appreciating Culture

Students increase their understanding of and respect for their own and other cultures through literature and other forms of communication. Communications 11 and 12 should give students opportunities to explore contemporary and classic literature and mass media. Students should also have frequent opportunities to talk and write about what they have learned from a variety of works and media.

Communicating in the Workplace

The ability to communicate clearly in oral, written, and visual language is an important employment skill. Students must be able to comprehend and produce the multiple forms of language common to the workplace. The

growing importance of work-related communications means that students must also be able to continue to adapt and expand their reading, writing, speaking, and representing skills as required by changing demands in the workplace.

Using Technology

Information technology is an important area of language activity as well as a powerful tool for gathering, manipulating, organizing, and communicating information. In order to explore the uses of information technology in language, students need opportunities to learn how to use technology for research, writing, communicating, information management, and presentation.

CREATING, UNDERSTANDING, AND RESPONDING TO COMMUNICATIONS

Communication, as it is used in this IRP, refers to any written, spoken, or visual representation (e.g., chart or symbol) used to communicate. People create communications to convey their ideas to others. They also read, view, and listen to the communications of others.

Communications 11 and 12 provides opportunities for students to learn to use and appreciate a variety of communication forms in a variety of contexts.

Although there is considerable overlap, communications can be grouped into three categories: *informational communications*, *mass media*, and *literary communications*.

Informational Communications

Includes: the everyday written and oral language of home, school, community, and work (e.g., letters, forms, directions, summaries, debates, interviews, labels, diaries, notices, telephone conversations) as well as more specialized

technical information such as reports, manuals, and procedures.

The ability to convey and respond to information is essential to students' success in school and the workplace, and as responsible citizens. By using language for a variety of informational purposes and audiences, students in Communications 11 and 12 learn to:

- communicate effectively and clearly using various technologies
- read and interpret technical directions and instructions
- gather, exchange, and manage information
- solve problems independently and in collaboration with others
- expand their knowledge base
- cultivate analytical and critical thinking and problem solving

Mass Media

Includes: print, film, and electronic communications directed to a mass audience.

Communications 11 and 12 provides students with opportunities to use media in order to communicate as well as understand the impact of mass media on society. As students use electronic communications and examine the nature of information conveyed to the public in newspapers, magazines, radio, television programs, and other media, they learn to:

- identify and evaluate purpose, content, and audience
- identify cultural, racial, and gender roles and stereotyping
- use these media to communicate effectively
- select information and expand their knowledge base
- recognize manipulative or persuasive language
- comprehend the role of mass media in society and their personal lives

Literary Communications

Includes: narrative and non-narrative styles; contemporary and popular works; print and non-print materials.

The study of literary communications gives students greater self-awareness and a deeper appreciation of the richness and complexity of human experience. The study of literary works in Communications 11 and 12 is intended to help students:

- cultivate their personal awareness
- gain insight into the human condition
- broaden their experiences through creative and critical thinking
- transcend the barriers of time and place as they explore imaginary worlds
- expand vocabulary, gain familiarity with correct language usage, and develop a sense of precision and clarity in style and expression

THE COMMUNICATIONS 11 AND 12 CURRICULUM

The Communications 11 and 12 curriculum is designed for students who do not plan to pursue academic studies beyond Grade 12. The primary goal of the curriculum is to strengthen students' basic skills in comprehending and producing language by providing a framework intended to help students:

- use language competently to understand and respond to communications in spoken, written, and visual forms
- develop the basic reading and writing skills required of informed citizens prepared for employment in a changing workplace
- develop a foundation of communication skills necessary for life-long learning
- use language appropriate to the situation, audience, and purpose in their day-to-day lives and in the workplace

- present and respond to ideas, feelings, and knowledge
- explore literary works as a way of knowing, developing personal values, understanding our literary and multicultural heritage, and broadening experience

CURRICULUM ORGANIZERS

The prescribed learning outcomes for Communications 11 and 12 are grouped under three curriculum organizers:

- Comprehend and Respond
- Communicate Ideas and Information
- Self and Society

Within each organizer, suborganizers further define specific topics.

This grouping of prescribed learning outcomes into organizers and suborganizers is intended only to show the main themes and subthemes of the curriculum. Teachers may organize the learning outcomes in various ways, depending on the instructional methods they use and how they decide to present material to make it relevant and interesting. See Appendix D for examples of instructional and assessment strategies that combine a variety of prescribed learning outcomes.

Comprehend and Respond

The outcomes grouped under this organizer emphasize the language skills students need to comprehend the world around them and to respond knowledgeably to a variety of communications, including both print and non-print media. The suborganizers are:

- Strategies and Skills
- Comprehension
- Engagement and Personal Response
- Critical Analysis

Communicate Ideas and Information

The outcomes under this organizer emphasize the skills students need to communicate ideas with precision and clarity in their everyday lives and in the workplace. These include the ability to apply the conventions of language, gather and organize information and ideas, and use communication forms and styles that suit their specific purposes and the needs of the audience. The suborganizers are:

- Knowledge of Language
- Composing and Creating
- Improving Communications
- Presenting and Valuing

Self and Society

The outcomes under this organizer focus on helping students develop an understanding of themselves and their world by becoming aware of how people use language in their personal, work, and social lives. Students are also given opportunities to become adept at using language for interpersonal communication. The suborganizers are:

- Personal Awareness
- Working Together
- Building Community

SUGGESTED INSTRUCTIONAL STRATEGIES

Instructional strategies have been included for each curriculum organizer and grade level. These strategies are suggestions only, designed to provide guidance for generalist and specialist teachers planning instruction to meet the prescribed learning outcomes. The strategies may be either teacher directed or student directed, or both.

There is not necessarily a one-to-one relationship between learning outcomes and instructional strategies, nor is this

organization intended to prescribe a linear means of course delivery. It is expected that teachers will adapt, modify, combine, and organize instructional strategies to meet the needs of students and to respond to local requirements.

SUGGESTED ASSESSMENT STRATEGIES

The assessment strategies in this IRP describe a variety of ideas and methods for gathering evidence of student performance. They also provide examples of criteria for assessing the extent to which the prescribed learning outcomes have been met. Teachers determine the best assessment methods for gathering this information.

The assessment strategies or criteria examples for a particular organizer are always specific to that organizer. Some strategies relate to particular activities, while others are general and could apply to any activity.

About Assessment in General

Assessment is the systematic process of gathering information about students' learning in order to describe what they know, are able to do, and are working toward. From the evidence and information collected in assessments, teachers describe each student's learning and performance. They use this information to provide students with ongoing feedback, plan further instructional and learning activities, set subsequent learning goals, and determine areas for further instruction and intervention. Teachers determine the purpose, aspects, or attributes of learning on which to focus the assessment. They also decide when to collect the evidence and which assessment methods, tools, or techniques are most appropriate.

Assessment focusses on the critical or significant aspects of the learning that students will be asked to demonstrate. Students benefit when they clearly understand the learning goals and learning expectations.

Evaluation involves interpreting assessment information in order to make further decisions (e.g., set student goals, make curricular decisions, plan instruction). Student performance is evaluated from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to learning outcomes.

Students benefit when evaluation is provided on a regular, ongoing basis. When evaluation is seen as an opportunity to promote learning rather than as a final judgment, it shows learners their strengths and suggests how they can develop further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

The assessment of student performance is based on a wide variety of methods and tools, ranging from portfolio assessment to pencil-and-paper tests. Appendix D includes a more detailed discussion of assessment and evaluation.

About the Provincial Learning Assessment Program

The Provincial Learning Assessment Program gathers information on students' performance throughout the province. Results from these assessments are used in the development and revision of curricula, and provide information about teaching and

learning in British Columbia. Where appropriate, knowledge gained from these assessments has influenced the assessment strategies suggested in this IRP.

The results of two studies—*British Columbia Communication Skills Assessment* (1993) and *Writing for Specific Audiences and Purposes* (1994)—provided the basis for the development of an action plan by the Ministry of Education. The action plan made a commitment to address the concerns raised by the assessments regarding revision of the provincial curriculum. As a result, English Language Arts K to 12 curricula include:

- outcomes that focus on higher level reading and thinking skills such as analysing, interpreting, synthesizing, making connections, evaluating, and responding
- outcomes that require the development and use of a wide range of communications, including literary and technical, and print and non-print media
- suggested instructional and assessment strategies that support practice in developing student communication and support instruction that is purposeful, direct, active, and relevant; allows for variation in the rates and ways students learn; and emphasizes connections beyond the immediate learning activity
- strategies and resources that engage the interest of both young women and young men and enhance their motivation and performance

Provincial Reference Sets

The provincial reference sets can also help teachers assess the skills that students acquire across curricular areas. These are:

- *Evaluating Reading Across Curriculum* (RB 0034)

- *Evaluating Writing Across Curriculum* (RB 0020 & RB 0021)
- *Evaluating Problem Solving Across Curriculum* (RB 0053)
- *Evaluating Group Communication Skills Across Curriculum* (RB 0051)
- *Evaluating Mathematical Development Across Curriculum* (RB 0052)

A series of assessment handbooks developed to provide guidance for teachers as they explore and expand their assessment repertoires is also available:

- *Performance Assessment* (XX0246)
- *Portfolio Assessment* (XX0247)
- *Student-Centred Conferencing* (XX0248)
- *Student Self-Assessment* (XX0249)

INTEGRATION OF CROSS-CURRICULAR INTERESTS

Throughout the curriculum development and revision process, the development team has done its best to ensure that relevance, equity, and accessibility issues are addressed in this IRP. These issues have been integrated into the learning outcomes, suggested instructional strategies, and assessment strategies in this IRP with respect to the following:

- Applied Focus in Curriculum
- Career Development
- English as a Second Language (ESL)
- Environment and Sustainability
- Aboriginal Studies
- Gender Equity
- Information Technology
- Media Education
- Multiculturalism and Anti-Racism
- Science-Technology-Society
- Special Needs

(See Appendix C, Cross-Curricular Interests, for more information.)

ENGLISH LANGUAGE ARTS AND DIVERSE STUDENT NEEDS

ESL Students

Teachers of students for whom English is their second language will need to be sensitive to the varying rates at which students develop communication skills. ESL teachers are encouraged to make appropriate adaptations to instruction and assessment according to individual student need, and to use a range of communications media. ESL students are likely to benefit from teacher modelling of expectations, real-life applications, direct instruction, incremental introduction of language skills, frequent review, and use of graphic organizers and key visuals.

Teachers of ESL students are referred to Appendix C of this IRP for more information.

Students With Special Needs

Teachers of students with some types of special needs are encouraged to use the IRP flexibly to validate that communication may be expressed or received by students in a variety of ways.

Not all students can read, write, speak, and listen in the traditional sense or at the level expected for their grade. Teachers will need to be sensitive to this reality and accommodate individual needs by adapting instruction and assessment or using alternative communications media (e.g., voice-activated computer, sign language and interpreters, braille, communication boards, audiotapes). When words such as *speak* or *read* are used in this IRP, they should be broadly interpreted to include such adaptations. Teachers should assist students to become increasingly aware of strategies to address their own language difficulties so

they can take responsibility for applying compensatory strategies independently and learn to be advocates for themselves as adults.

Teachers of students with special needs are referred to Appendix C of this IRP for more information. See also the ministry handbook *Teaching Students with Learning and Behavioural Differences: A Resource Guide for Teachers* (1996).

LEARNING RESOURCES

The Ministry of Education promotes the establishment of a resource-rich learning environment through the evaluation of educationally appropriate materials intended for use by teachers and students. The media formats include, but are not limited to, materials in print, video, and software, as well as combinations of these formats. Resources that support provincial curricula are identified through an evaluation process that is carried out by practising teachers. It is expected that classroom teachers will select resources from those that meet the provincial criteria and that suit their particular pedagogical needs and audiences. Teachers who wish to use non-provincially recommended resources to meet specific local needs must have these resources evaluated through a local district approval process.

The use of learning resources involves the teacher as a facilitator of learning. However, students may be expected to have some choice in materials for specific purposes, such as independent reading or research. Teachers are encouraged to use a variety of resources to support learning outcomes at any particular level. A multimedia approach is also encouraged.

The ministry considers support for cross-curricular focus areas and special-needs audiences in the evaluation and annotation of learning resources. As well, special-format versions of some selected resources (braille and taped-book formats) are available.

Learning resources for use in BC schools fall into one of two categories: *provincially recommended* materials or *locally evaluated* materials.

All learning resources used in schools must have *recommended* designation or be approved through district evaluation and approval policies.

Provincially Recommended Materials

Materials evaluated through the provincial evaluation process and approved through Minister's Order are categorized as *provincially recommended* materials. A Grade Collection is a subset of the provincially recommended resources that lists the resources that match the greatest number of prescribed learning outcomes for a particular grade.

Locally Evaluated Materials

Learning resources may be approved for use according to district policies, which provide for local evaluation and selection procedures.

Internet Resources

Some teachers have found that the Internet (World Wide Web) is a useful source of learning resources. None of the material from this source has been evaluated by the ministry, in part because of the dynamic nature of the medium.

A Note on Resources for Communications 11 and 12

For Communications 11 and 12, Appendix B and the main body of the IRP include only those the Grade Collection resources selected for 1998. The Grade Collections for Communications 11 and 12 will provide basic coverage of the prescribed learning outcomes for these courses. It is the intention of the Ministry of Education to add additional resources to these Grade Collections as they are evaluated.

Teachers may choose to supplement these Grade Collections with appropriate materials recommended in the English Language Arts 11 and 12 IRP or materials that have been locally approved.

The ministry no longer evaluates novels or plays. These resources are to be selected and authorized locally.



CURRICULUM

Communications 11 and 12

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- use a variety of strategies before, during, and after reading, viewing, or listening to increase comprehension and recall
- construct and confirm meaning using word-structure analysis, context clues, and prominent organizational patterns
- apply appropriate strategies for locating and using information from a variety of print and non-print resources, including electronic resources
- demonstrate efficient note-taking strategies

SUGGESTED INSTRUCTIONAL STRATEGIES

- Give students the title and topic of a selection. Ask them to brainstorm what they already know about the topic or can predict from the title. In groups, have students formulate three questions about the selection. Ask each group to write its questions on the board. Have each student choose a question to answer in a written or oral presentation after reading, viewing, or listening to the selection. As a final activity, have students write response journal entries about their new understanding of the topic.
- Demonstrate to students common techniques for conveying information in informational documents, such as:
 - titles, headings, and subheadings
 - clear structure and visual design
 - side bars
 - summaries
 - indices and tables of content
 - highlighted vocabulary
 - icons
 - graphs, charts, and diagrams
 - photos and illustrationsThen have students look for examples of these techniques in a selection of documents, list their findings, and discuss the effectiveness of each technique.
- Teach students the two-column note format, in which the main points are placed in the left column and supporting information in the right column. Then divide the class into groups and give each group a research topic and a variety of types of information about the topic (e.g., newspaper articles, Internet materials, photographs, graphs, charts). Have each group create a two-column set of notes on poster paper. Post the notes on a classroom wall and have the groups do a Gallery Walk. Ask students to rephrase the information in each poster into a set of questions and to identify any questions not answered by the notes. As a class, have students discuss what they learned about each of the topics from the notes.

SUGGESTED ASSESSMENT STRATEGIES

- Have students keep ongoing lists of skills and strategies they are developing, along with examples of how and when they have used each one. From time to time, ask them to review their lists and comment on strategies they:
 - frequently use for specific kinds of tasks
 - rely on for a wide variety of tasks
 - do not find useful
 - have difficulty using
- As students work with selections, look for evidence that they can use effective note-taking skills. Use criteria such as:
 - summarizes main ideas
 - turns headings into questions
 - finds supporting details
 - defines unfamiliar vocabularyDevelop a class rating scale that can be used for self-, peer, and teacher assessment of a set of notes.
- Assess students' comprehension skills and strategies in a variety of independent and group contexts. Look for evidence that they can:
 - describe problems when they have difficulty
 - suggest appropriate strategies or approaches
 - consider their purpose and the nature of the problems in choosing approaches
 - persist, trying different approaches when one is not effective
 - objectively analyse what worked and how they can apply what they've learned to new situations

RECOMMENDED LEARNING RESOURCES



Print Materials

- The Communications Handbook
- Reading and Writing for Success



Multimedia

- Breakthroughs

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- demonstrate the ability to read for a variety of purposes
- demonstrate familiarity with literary works from a variety of genres and cultures
- identify the topics, main ideas, events or themes, supporting ideas, and sequence of a variety of works from different genres, including workplace communications
- organize oral, written, or visual information into a variety of written and graphic forms
- demonstrate the ability to interpret details in and draw conclusions from a variety of print and graphic formats

SUGGESTED INSTRUCTIONAL STRATEGIES

- Before students read a novel, provide them with definitions and examples of the following literary elements: plot, theme, character, setting, and conflict. Divide the novel into sections and have students keep logs in which they record their observations about each of these elements in each section. At the end of each section, ask students, individually or in groups, to report their observations to the class. At the end of the novel, have students make individual oral or written presentations about the importance of each element to the novel.
- Provide the class with samples of movie, television, or video reviews. In groups, have students create lists of features commonly found in reviews. Compile a master list of the most common features and then assign pairs of students different movies or television programs to review using the list. After viewing, have each pair complete a written, oral, or videotaped review detailing the strengths and weaknesses of the movie or program.
- Hold a class discussion on the topic of violence in mass media. Make a list of the causes and consequences, and reach a consensus on what constitutes excessive violence. As a class, choose a selection of popular television programs and assign one or more to small groups of students. Have each group create a viewing log in which they record the number of acts of violence depicted per hour in their assigned programs, averaged over a period of a few weeks. Ask students to create graphs or charts of their findings. Then ask students to prepare oral or written reports answering the question: Do your findings support the contention that there is excessive violence in television programs?

SUGGESTED ASSESSMENT STRATEGIES

- When students present their analyses of novels or other materials they have studied, look for evidence that they are able to:
 - focus their work around key elements
 - make clear and logical connections among elements
 - offer some insight into or interpretation of subtleties or implicit features
- To check on students' comprehension of works studied in class, form small groups and ask each group to prepare three to five questions about a particular selection. Have groups exchange questions and then discuss and present their answers. Groups may refer back to the selections during their discussions. Ask students to present one or more of their questions to the entire class and ask for the class's answers. For each presentation, ask the group that designed the questions to assess and comment on the extent to which answers are thorough, logical, relevant, and supported by evidence.
- When students present their movie, television, or video reviews, check for the attributes listed below.

Written Review

 - correct English
 - effective supporting details
 - clear outline of the plot that does not reveal the ending
 - correct format

Oral

All of the above, plus:

 - clear enunciation
 - actively addresses the audience
 - confident presentation and delivery

Video

All of the above, plus:

 - appropriate set construction
 - effective sound quality
 - effective camera angle and lighting
 - appropriate pacing, sequencing, and flow

RECOMMENDED LEARNING RESOURCES



Print Materials

- The Communications Handbook
- Reading and Writing for Success



Multimedia

- Breakthroughs

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- relate a range of texts, genres, and mass media to personal interests, ideas, and attitudes
- identify indicators of cultural diversity in print and non-print media, including electronic media
- demonstrate willingness to reassess their understanding of a topic on the basis of responses from others and new ideas and experiences
- develop and defend a point of view using evidence from work they have read, heard, or viewed

SUGGESTED INSTRUCTIONAL STRATEGIES

- Divide a short story or video into four parts. Have students read or view the first section and then stop. Ask students: If you were the author or director, what would you have happen next? Have students write or tell their versions and then compare with one another's and the original text. Before reading or viewing the final section, ask students to create an ending. After reading or viewing the final section, ask them which ending they preferred and why.
- After reading, viewing, or listening to a sensitive or controversial piece or song lyric, have students write personal responses, developing and defending a point of view based on evidence from the piece and on their own research. Then have students share their responses with the class. Ask them to compare their personal responses with those of other students and to write final responses, either defending their original point of view or changing it.
- Have students brainstorm the different ways people are grouped in society (e.g., by age, race, culture, economic status). Ask them to keep a log of ads they see on television and the kinds of groups or individuals they see represented in those ads. Have students share their observations and discuss the reasons certain groups are overrepresented or underrepresented. As a final activity, have them write reports showing which advertisers target which audiences.

SUGGESTED ASSESSMENT STRATEGIES

- Work with students to develop criteria and rating systems they can use to assess their own written, oral, and representational responses. Have them use symbols to indicate when they have provided evidence of a particular criterion. For example:
 - makes connections to her or his own life (chain link)
 - offers close analysis and exploration (magnifying glass)
 - considers alternative interpretations (arrows pointing in different directions)
 - is open-minded about an author's or character's point of view (head with a hinged top)
 - cites evidence from a text to support an interpretation (finger pointing to a page)
- Have students listen to a variety of student-generated endings for a story. Develop a class rating scale to assess an ending. Criteria might include:
 - ties up all loose ends
 - resolves conflict
 - adds an unexpected twist
 - reveals insight into character or theme
 - leaves opportunity for further thinking about the storyHave students rate their own endings before listening to or reading the author's ending. They can then use the same scale to assess the author's ending.
- When students respond to a controversial piece, use the following criteria to assess their ability to develop and support a point of view:
 - clearly understands the issue
 - explains his or her point of view and supports it with examples
 - identifies appropriate criteria for assessing arguments
 - draws clear, accurate conclusions from given information
 - uses focussed and relevant examples and arguments

RECOMMENDED LEARNING RESOURCES



Print Materials

- The Communications Handbook
- Mass Media and Popular Culture, Version 2
- Reading and Writing for Success



Video

- Scanning Television: Videos for Media Literacy in Class



Multimedia

- Breakthroughs

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- identify various techniques of persuasion in a variety of works, including workplace communications
- explain how perspectives and biases are reflected in print and non-print resources, including electronic communications
- compare different sources of information on the same topic
- identify ways in which mass media influence individual perceptions and social behaviours

SUGGESTED INSTRUCTIONAL STRATEGIES

- As a class, develop a list of persuasive techniques commonly used in advertising. Ask students to find examples of persuasive material such as political cartoons, promotional flyers, commercials, or public education campaigns. In groups, have students identify the persuasive elements used in each example and then revise the piece to correct the bias or reflect a different point of view.
- Have groups of students select a current event and research at least five different sources of information about it, including both print and electronic media. Each group compares its sources of information, noting similarities and differences, and reports to the class about which source was the most reliable and why.
- Hold a class discussion on the topic: “How do mass media affect our perceptions of the world?” Then have students view, discuss, and evaluate commercials, television shows, music videos, cartoons, and magazines by answering the following questions:
 - What stereotypes are presented?
 - Is the selection sexist?
 - What biases are displayed?
 - What errors in logic are found?
 - How realistic is the representation?
 - Are your views of the world being manipulated? How?Have students make presentations on how mass media affect our perceptions of the world, providing examples to support their statements.
- Provide students with examples of workplace communications such as proposals, letters to customers, business plans, and brochures. Have them identify the persuasive techniques being used by answering the questions:
 - What is the objective of the communication?
 - Who is the source of the communication?
 - What is it trying to persuade the reader to agree with?
 - What supporting evidence is provided?
 - Are you persuaded by the document’s message? Why or why not?As a class, discuss the role of persuasive techniques in workplace communications.

SUGGESTED ASSESSMENT STRATEGIES

- When groups make presentations to the class about the reliability of information sources, look for evidence that they have:
 - discussed at least five different sources
 - assessed each of the sources based on questions about the currency, apparent bias, depth, completeness, and accuracy of the information
 - ranked the information by order of importance
 - supported their statements with evidenceAt the same time, assess students' presentation skills such as:
 - poise and confidence
 - enunciation and voice projection, inflection, pace, and tone
 - consideration of audienceLook for equal sharing of presentation tasks.
- When students prepare reports on how mass media affect our perceptions of the world, check for evidence that they can identify:
 - stereotypes
 - biases
 - errors in logic
 - realism
 - sexism
 - manipulationAlso look for:
 - specific examples to support each statement
 - correct documentation of sources
 - standard English
 - neatness
 - correct report format

RECOMMENDED LEARNING RESOURCES



Print Materials

- Mass Media and Popular Culture, Version 2
- Reading and Writing for Success



Video

- Scanning Television: Videos for Media Literacy in Class



Multimedia

- Breakthroughs

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- apply capitalization, spelling, and punctuation conventions and standard grammatical structures
- demonstrate the ability to write for a variety of audiences and purposes
- use a variety of computer programs to create and edit their presentations
- demonstrate awareness of language conventions used in the workplace

SUGGESTED INSTRUCTIONAL STRATEGIES

- Review with students common grammar, usage, punctuation, and spelling errors. Then provide them with a paragraph to edit for these errors. Have students exchange their work and review each other's edits. Then provide a model of the corrected paragraph and ask students to explain why each change was made. As a final activity, have students exchange and edit compositions they have written.
- Review the writing process with students. Have students pre-write (e.g., plan, brainstorm, outline), draft, edit, proofread, and publish a variety of pieces directed at different audiences for different purposes. Ask them to collect their pieces in writing portfolios. At the end of a term, have students select their three best pieces, rewrite them if necessary, and submit them for marks.
- Have students brainstorm a list of improvements that could be made in their school (e.g., washroom facilities, food services, regulations, timetables). Have students select one of these suggestions and work together to prepare a proposal for the principal. Ask them to cover the following elements:
 - a description of the current situation and the impact it is having in the school
 - suggestions for how to improve the situation
 - an explanation of how the change would benefit the school
 - approximate cost of the improvement
 - an invitation to the principal to visit the class and respond to the proposal made by the class
- As a class, create a chart of formal and informal phrases or expressions for a variety of language functions such as greeting, thanking, welcoming, apologizing, and requesting. Publish the chart in poster form in the classroom. Then have students role-play various formal and informal situations (e.g., meeting friends in the mall versus meeting an employer in the mall, or greeting a relative on the phone versus greeting a customer on the phone), adjusting their language as appropriate to the situation.

SUGGESTED ASSESSMENT STRATEGIES

- When students edit paragraphs for mechanical correctness, look for evidence of correct:
 - usage
 - sentence structure (no run-on sentences, sentence fragments, or faulty parallelism)
 - grammar (e.g., subject-verb agreement, verb tense)
 - spelling
 - punctuation (e.g., end punctuation, apostrophe, comma)
- Before students submit their three best pieces at the end of the term, work with the class to develop a set of criteria for evaluation. Criteria could include:
 - neat and appealing presentation
 - clear organization
 - logical development
 - correct grammar
 - original ideas
 - effective use of language
 - appropriate presentation for the audienceHave students use the criteria to explain their choices.
- Work with students to generate criteria for analysing the effectiveness of their proposal to the principal. For example, an effective proposal should:
 - identify the problem and explain why it is a problem
 - identify a feasible solution
 - be supported by a logical argument
 - give an explanation of the benefit to the school
 - express all ideas clearly
 - be presented in an appealing format

RECOMMENDED LEARNING RESOURCES



Print Materials

- The Communications Handbook
- Reading and Writing for Success



Multimedia

- Breakthroughs



Software

- Perfect Copy Classic Version 2.0

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- locate, access, and select appropriate information from both print and non-print resources
- identify purpose and audience for their presentations
- describe how different arrangements of words, sounds, and visuals alter intended impact
- create original presentations in a variety of formats
- use a range of common communication forms, including business and personal letters, memos, and reports

SUGGESTED INSTRUCTIONAL STRATEGIES

- Review with students a selection of travel brochures, asking them to identify the different markets targeted by the brochures and how these are reflected in the choice of words and visuals. Divide the class into small groups. Ask each group to choose a travel destination and research a holiday there at two price levels: budget and luxury. Have students present their two holidays to the class in the form of posters or flyers, making sure that appropriate words are used to emphasize the type of holiday (e.g., *value, budget, smart consumer* versus *pamper, luxury, first class*).
- Show the class a variety of newsletters (e.g., from a school, parent advisory group, community agency, company). As a class, have students identify the types of information commonly found in newsletters. Have groups of two or three students prepare newsletters for the class. Items could include sports-team schedules, club information, or pieces about issues important to students (e.g., school dances, timetables, food services).
- As a class, brainstorm information that might be presented in a school orientation video for new students. Have students use the information to prepare the script and storyboard for a five-minute orientation video about their school and, if possible, produce the video.
- Give students a poem with 8 to 10 words left out. Have them suggest what words might work in the blank spaces. Discuss the range of options and decide on the class's favourite choices. Read the poem with the suggested words in place. Then read the poem as originally written. Have students discuss the effects of the author's word choices on the meaning of the poem.

SUGGESTED ASSESSMENT STRATEGIES

- Collaborate with students to develop criteria to evaluate their holiday brochures or flyers. Criteria could include:
 - clearly presents information
 - visually appealing
 - effectively uses graphics
 - choice of words is appropriate for the price range and audience
 - information is accurate
 - uses words or visuals that are original or unusual
- Work with the class to create a checklist of the contents (e.g., headings, columns, graphics) and attributes (e.g., accurate, interesting) of effective newsletters. They can use the checklist to evaluate their own newsletters. Layout and visual impact could also be assessed, as well as the use of catchy or humorous headlines.
- When students provide their own words for those left out of a poem, ask them to explain the effectiveness of their words and why they think they are good choices (e.g., effective image, appropriate connotation, precise). When the poet's words are presented, ask students to explain if and how the poet's choices are effective. Finally, have them assess the effectiveness of words in their own writing.

RECOMMENDED LEARNING RESOURCES



Print Materials

- The Communications Handbook
- Reading and Writing for Success



Multimedia

- Breakthroughs

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- use appropriate criteria to critique their own and others' ideas, use of language, and presentation forms relative to purpose and audience
- use a variety of organizational structures and appropriate transitions to enhance oral, written, and visual communications

SUGGESTED INSTRUCTIONAL STRATEGIES

- Provide students with three or more ads drawn from magazines or newspapers. As a class, discuss which ad is the most effective based on the following criteria: effective use of language, quality of visual presentation, and appeal to a specific audience. Make a class list of these criteria and any others suggested by students. Then divide the class into pairs, giving each pair one consumer product to advertise, such as a brand of chocolate bar or soft drink. Have students individually write advertisements for their products and then exchange them with their partners. Ask students to critique their partners' advertisements using the list of criteria. As a final activity, have each pair of students write one advertisement for their product, complete with visuals. As an extension activity, students may create videotaped ads or radio ads, noting the differences in presentation format required by different media.
- Ask students to imagine an accident situation similar to the following: you are a delivery van driver who skids on black ice and lands in a ditch, extensively damaging the van. First, have students each prepare a brief telephone message in which they give the 5W-H of the accident. Next, have them write one-paragraph accident reports, complete with a diagram of the accident area, for the insurance company. Then have students expand the information from the accident report into a formal multi-paragraph report for a supervisor in which they fully describe the details of the accident and explain why it wasn't their fault. Finally, ask students to write a set of speaking notes for an oral report to the company's board of directors in which they argue that they have an excellent work record with the company and should not lose their job because of the accident.

SUGGESTED ASSESSMENT STRATEGIES

- As a class, develop a rating scale for use in critiquing each other's advertisements. The rating scale might include visual impact, appealing language, audience suitability, atmosphere, use of colour and images, humour, and use of detail. When pairs of students have completed their written ads, check that they have all of the above elements covered. For videotaped or radio ads, look for the following, as applicable. Effective:
 - sound quality
 - background music
 - editing
 - lighting
 - camera angles
 - sound effects
 - voice modulation
- When students write one-paragraph accident reports, look for evidence that:
 - the diagram is correctly drawn, neatly labelled, and easy to understand
 - the paragraph covers the 5W-H of the accident and is written succinctly, chronologically, and in standard English

After students expand the information into formal, multi-paragraph reports, check for:

- supporting details
- an explanation of why they were not at fault
- standard English
- persuasive techniques
- sincerity

When students present their oral accident reports, look for evidence of:

- persuasive content
- effective delivery
- appropriate pacing
- clear sequence

RECOMMENDED LEARNING RESOURCES



Print Materials

- The Communications Handbook
- Reading and Writing for Success



Multimedia

- Breakthroughs

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- create clear and appealing oral, written, and visual presentations using a variety of tools and techniques
- demonstrate pride, satisfaction, and confidence in their ability to communicate in a variety of formal and informal contexts, including workplace contexts

SUGGESTED INSTRUCTIONAL STRATEGIES

- Invite students to discuss what information about their community they would give to a newly arrived teen. Using the ideas generated, have students prepare a “best of” guide to their community for teenagers. The format of the guide could be a video, pamphlet, audiotape, newsletter, or web page. Have students present their guides to the class and then offer the finished products to students, counsellors, or the local paper.
- Introduce students to the techniques used in interviews. Ask them to develop a set of questions to use to interview seniors in the community about the past (e.g., school memories, work life, customs). Have students record their interviews on audiotape or videotape and then create a written or multimedia presentation. Have them follow up with thank-you cards to each interviewee or invite them to the classroom for the presentation. Alternatively, students could interview local employers about potential employment opportunities (e.g., qualifications, salary, benefits).

SUGGESTED ASSESSMENT STRATEGIES

- When students create written, oral, or visual communications, look for a clearly defined purpose, a sense of audience, and engaging ideas. For oral presentations, look for eye contact, physical poise, clear enunciation, and voice modulation and projection. For written presentations, look for sentence variety, appropriate language, neatness and legibility, appropriate use of graphics and a clear structure (beginning, middle, and ending). For visual presentations (posters, overheads), look for attractive design (balance, colour, white space) and effective arrangement (backgrounds, framing).
- From time to time, have students review and reflect on the written, oral, and visual presentations they have created. (This may be part of a portfolio review or self-assessment.) Give each student three stickers. Have them place the stickers beside three ideas, excerpts, or works of which they are particularly proud. Provide opportunities for them to share their choices with partners or in small groups and receive responses to their choices from the teacher through written or oral comments.
- Provide students with opportunities to assess their portfolios using an evaluation sheet that includes frames such as:
 - The piece I'm most proud of is _____ .
 - Something I learned by doing this piece is _____ .
 - The piece I know needs revision is _____ because _____ .
 - The piece I had the most fun doing is _____ .
 - Response from others suggests that _____ .

RECOMMENDED LEARNING RESOURCES



Print Materials

- The Communications Handbook
- Reading and Writing for Success



Multimedia

- Breakthroughs

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- relate language skills, interests, and attitudes to personal and career plans
- establish goals and plans for language learning based on achievement, needs, and interests

SUGGESTED INSTRUCTIONAL STRATEGIES

- Have students research jobs that interest them, using a variety of career information sources (e.g., school career centres, “Choices,” “Bridges,” the Internet). As part of their research, have them find out what language skills are required for the jobs by interviewing people who work in those fields. Ask students to create covering letters and résumés for positions that interest them, using appropriate vocabulary and the correct level of language. Students can then work in pairs to critique each other’s letter and résumé and revise their work in response to the suggestions.
- Present students with sample letters of reference. Divide the class into pairs and have students in each pair interview each other and then write letters of reference for their partners. Have a knowledgeable person (e.g., an employment counsellor from Employment and Immigration Canada) evaluate the reference letters.
- Discuss with students the six forms of communication (reading, writing, speaking, listening, representing, viewing) and their applications in daily life. Then ask students to prepare an inventory of their language skills, using questions such as:
 - Where and when do you use and encounter these forms of communication now?
 - Where and when might you use them in the future?
 - Which skills do you think are strong points for you?
 - Which do you hope to improve?
 - How might you continue to strengthen your communication skills?
 - What difference do you think better communication skills might make in your life?Have students include their self-assessments in a portfolio of their work and review and update them throughout the year.

SUGGESTED ASSESSMENT STRATEGIES

- When students write letters of reference for their partners, have them exchange with others and check for:
 - correct format
 - details of skills and training
 - description of student's strengths
 - completeness of the information
 - appropriate language
 - correct English

Students can then make the corrections to their letters.
- When assessing students' portfolios, check that assignments are complete, varied, and attractively presented and that they demonstrate reflection as well as awareness of strengths and weaknesses. Provide students with questions such as the following to use in developing a plan for improvement:
 - What are the most important ideas you learned as you built this portfolio?
 - What difficulties have you encountered?
 - What will you do to help deal with these difficulties?
 - What are two ways you could improve your portfolio?
- Provide regular opportunities for students to review their progress in developing language and communication skills. For example, consider setting aside a few minutes at the end of each class for students to record examples of specific skills or knowledge they have acquired or improved.

RECOMMENDED LEARNING RESOURCES



Print Materials

- The Communications Handbook
- Reading and Writing for Success



Multimedia

- Breakthroughs

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- demonstrate understanding of the differences between working collaboratively and working independently on presentations
- use appropriate criteria to evaluate group processes and individual contributions
- demonstrate respect for others' viewpoints when working collaboratively

SUGGESTED INSTRUCTIONAL STRATEGIES

- Assign students to groups in which they will work for a period of time (e.g., editing groups). Have each group work collaboratively to reach consensus on the following:
 - group name
 - group motto
 - group logo or icon
 - group cheer
 - one thing that all group members have in commonHave each group put its group-identity items on a chart to be shown to the class.
- Introduce students to standard meeting etiquette and procedure, including recording minutes. Then have them work in groups to brainstorm a business they would like to operate and convene a meeting to determine the job descriptions of each business partner. Ask students to decide what has to be done first and then divide the tasks, set timelines, and decide on a method for dealing with conflict. Have each group prepare the minutes of the meeting and present them to the class. As a class, discuss what worked well in the meetings and what caused problems.

SUGGESTED ASSESSMENT STRATEGIES

- When students create charts of group-identity items, have them do peer and self-evaluations of their work, checking for:
 - neatness and visual appeal
 - completeness
 - unity
 - effective use of colour
 - effective use of language

Ensure that all students in the group have contributed to the chart.
- Work with students to formulate a set of guidelines for group work. These can become the basis for a checklist or rating scale for self-, peer, or teacher assessment. Guidelines might cover topics such as:
 - taking turns
 - using polite language
 - taking roles such as chair or recorder
 - contributing ideas
 - reporting to the class

When students complete a group activity, provide time for them to review the guidelines and identify where the group process could have been improved.
- When students prepare a set of minutes, check that they are accurate, concise, complete, and properly formatted. Look for evidence that students have included:
 - the date, place, and time of the meeting
 - attendees and absentees
 - main points of discussion
 - decisions reached
 - those responsible for action

RECOMMENDED LEARNING RESOURCES



Print Materials

- The Communications Handbook
- Reading and Writing for Success



Multimedia

- Breakthroughs

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- communicate purposefully, confidently, and ethically in a variety of situations
- demonstrate respect for the diversity of ideas, language, and culture in an inclusive community
- demonstrate the ability to use language and texts to celebrate personal and community occasions and accomplishments

SUGGESTED INSTRUCTIONAL STRATEGIES

- Invite students to research their cultural heritages or cultures that interest them and to locate representative music, stories, and poems. Ask each student to choose a song or poem, present it to the class, and answer questions about the culture. Then have each student create a story, poem, or song that illuminates some aspect of the history or way of life of the culture.
- Have each student choose a sport, leisure activity, hobby, or interest and prepare a presentation for the class, explaining why she or he likes it and listing any skills required, the benefits (physical, emotional, social), and any other information of interest. Have students include a sample object related to the interest (e.g., a photo, equipment). They can then answer questions from the class.
- Use direct instruction to inform students about ethical issues in communications (e.g., privacy, freedom of information, respect, inclusive language, offensive material) and standard ethical practices in the workplace and community. Then have students identify and discuss ethical concerns that might arise in e-mail, voice mail, letters of reference, computer use, telephone behaviour, and public speaking.
- Have students view and discuss samples of the literature and films of other countries and cultures and then compare and contrast these with Canadian works on similar topics.

SUGGESTED ASSESSMENT STRATEGIES

- Assess students' presentations about their hobbies or interests using criteria such as:
 - gives a clear and concise description of the topic
 - provides sufficient information about the skills required
 - explains the benefits and appeal
 - provides an appropriate sample object to increase audience interest
 - answers questions with sincerity and confidence
- In a class discussion about the ethics of communications, look for evidence that students understand expectations in the workplace and the community with respect to:
 - privacy
 - the ethical use of language
 - respect for others
 - inclusive language
 - offensive material

When students contribute opinions about these issues, look for evidence that they can support their ideas with examples and that they can elaborate on the ideas of others.
- From time to time, pose questions such as the following to prompt discussion and reflection:
 - Is it important to be part of school or community celebrations? Why or why not?
 - What kinds of school or community celebrations are important to you? Which ones can you imagine yourself telling your children and grandchildren about? What makes them stand out for you?

RECOMMENDED LEARNING RESOURCES



Print Materials

- The Communications Handbook
- Reading and Writing for Success



Multimedia

- Breakthroughs

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- choose appropriate strategies before, during, and after reading, viewing, or listening for different purposes
- demonstrate the ability to use a variety of strategies for locating information in print and non-print resources, including electronic resources
- assess prior knowledge of and experience with specific topics
- demonstrate the ability to record, organize, and store information they read, hear, or view
- demonstrate the ability to listen and view critically
- interpret a variety of technical, literary, and workplace communications

SUGGESTED INSTRUCTIONAL STRATEGIES

- Review various ways of organizing information, such as webs, concept maps, outlines, and note formats. Give students a selection to read, view, or listen to. Ask them to use two different methods to organize the main ideas of the selection and decide which method is most useful and why.
- Before students read or view a selection, prompt them to review their present knowledge of and experience with the topic by asking questions such as:
 - What do you know about the topic?
 - What response does the topic evoke in you?
 - Why does it evoke this response?After students read or view the selection, have them determine the author's or director's perspective and compare it to their own. Then ask students to discuss questions such as:
 - Has your response to the topic changed?
 - What new information did you get from the author or director?
 - What further information do you need about the topic?
- Have students brainstorm and discuss various sources of information. Sources might include the Internet, CD-ROMs, library databases, and reference texts. Ask student to assess each source for criteria such as accuracy, currency, and depth of information. Then give the class a research question such as: What are the latest developments in AIDS research? Have each student develop a research plan and prepare a list of six different sources of information about the question, using correct citation format. As a final activity, have students write research papers.
- Review with students reading strategies such as scanning for specific information, skimming to get an idea of the contents and to prepare for in-depth reading, and rereading to confirm understanding. Ask students to choose magazines, newspapers, web sites, or other media with a variety of levels of reading difficulty and styles. Have them report to the class on which reading strategies they used with which types of information.

SUGGESTED ASSESSMENT STRATEGIES

- As students learn and practise various strategies for locating, organizing, and recording information, have them summarize what they have learned in response journals. Prompt them to assess their progress with questions such as:
 - Which strategies do you find most efficient?
 - Which strategies are most helpful?
 - Which strategies do you find difficult?
 - What could you do to become more skilled at using other strategies?
- When students write responses after reading or viewing a selection, look for evidence that they have:
 - connected the selection to their own experiences
 - described their feelings about the topic
 - provided specific information from the selection
 - demonstrated a willingness to consider other points of view
 - explained gaps in their understanding
- When students write research papers, criteria such as the following can provide the basis for a performance rating scale:
 - research question or topic is clear
 - sequence of information is logical and clear
 - includes information from a variety of documented sources
 - reaches a logical conclusion
 - sentence and paragraph structure are correct
 - punctuation, grammar, and spelling are correct
- To assess students' ability to listen and view critically, show them a documentary and ask them to point out features such as bias, point of view, and completeness of information. Ask them to create questions that are answered by the video and questions that require more information than the video provides.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Canadian Writer's Companion
- The Communications Handbook
- English Skills With Readings, First Canadian Edition

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- distinguish the different features of a variety of literary, technical, and business texts
- paraphrase the main ideas, events, or themes in a variety of literary, technical, business, and informational communications
- demonstrate the ability to adjust reading and viewing according to purpose, content, and context
- interpret details in and draw conclusions from information presented in a variety of print and graphic formats, including electronic formats

SUGGESTED INSTRUCTIONAL STRATEGIES

- Present students with a list of the standard parts of a textbook: table of contents, index, headings, glossary, and so on. Demonstrate how textbooks vary in organization. Have small groups select a text they are using in class, examine and discuss it, and then describe:
 - the elements of the textbook
 - how the information is organized
 - the nature and quality of the diagrams used
 - any specialized language used
 - any difficulties students might encounter during reading
 - recommended reading techniques
- Provide students with a how-to video and a music video. Ask them to view both videos and write summaries of each. Then have them compare the two videos for the amount, type, and depth of information. Have students explain the different viewing strategies used for each video.
- Display political cartoons around the classroom. Ask students to write their understanding of the message under each cartoon and to be prepared to defend their interpretations on the basis of the details in the cartoon. Have them work in small groups to achieve consensus on the meaning of the cartoons and present their summaries to the class.
- Provide students with a variety of bus, airline, ferry, and train schedules. In small groups, have students plan a trip, co-ordinating at least three different schedules in order to arrive at a specific time and destination. Ask them to write up their plans and present them to the class.
- As a class, review how to read visual information (e.g., charts, graphs, maps). Have students choose an industry and locate visual information about it (e.g., Statistics Canada data, labour market graphs and charts). Ask them to write a summary of the growth or decline in the industry based on the visual information.

SUGGESTED ASSESSMENT STRATEGIES

- When groups of students examine and discuss a textbook they are studying, look for evidence that they can identify:
 - the various elements of the textbook
 - the pattern of organization
 - why particular types of diagrams were used
 - any specialized language used

Also check that students recognize the level of reading required and can suggest techniques for locating information in the text.
- When students compare two videos, check that they can identify the intended purpose and audience for each video and discuss differences in the amount, type, and depth of information in each. As students present their explanations of the different viewing strategies required for each video, look for evidence that:
 - the explanation is clear and thorough
 - statements are supported with specific references
 - details are accurate and relevant
 - conclusions are logical
- When students work with schedules to prepare travel plans, collaborate with them to identify criteria to guide their work and provide the basis for assessment. They can then use the criteria, along with a rating scale (e.g., 3=strong; 2=good; 1=minimal; 0=changes required), to assess each group's presentation. Criteria might include:
 - accurate; consistent with information in schedules
 - well organized; easy to follow
 - visually appealing

Provide an opportunity for groups to revise their trip plans in response to suggestions and then submit them for display on the bulletin board.

RECOMMENDED LEARNING RESOURCES



Print Materials

- Canadian Writer's Companion
- The Communications Handbook
- English Skills With Readings, First Canadian Edition

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- demonstrate the ability to connect their experiences and values to those reflected in Canadian and international literary and mass media works
- demonstrate a willingness to explore diverse perspectives to develop or modify their points of view
- assess their knowledge and use of language in light of the requirements of workplace communications
- demonstrate the ability to support a position by citing specific details from what they have read, heard, or viewed

SUGGESTED INSTRUCTIONAL STRATEGIES

- Have students keep ongoing response journals in which they indicate their impressions of Canadian and international literary or media works of a specific genre (e.g. novels, poetry, movies). In reviewing these works, they should answer the following questions:
 - What are some common characteristics of Canadian works in this genre?
 - What are some common characteristics of international works in this genre?
 - How do Canadian works in this genre compare with international works?
 - Which of these works connect with your personal values and experiences?

Ask students to cite specific examples and record their reactions in their journals. As an extension activity, have students form groups to discuss their observations.

- Use *Romeo and Juliet* and *West Side Story* to explore the issues of gangs, prejudice, revenge, young love, and fate. Have students summarize what the authors are saying about these topics. Then ask them whether they agree or disagree and have them support their position with evidence from the plays or other sources.
- Through discussion, elicit student experiences with and ideas about a controversial topic (e.g., aging, role of women, schooling, penal systems, global warming). Have students read or view a variety of different perspectives on the topic, then ask them to compare their own values to those reflected in the selections. For example, provide students with articles on aging and ask them to connect their experiences with seniors to the ideas expressed in the articles.

SUGGESTED ASSESSMENT STRATEGIES

- When students read or view several selections on a controversial topic, check to see that they can provide details and support for both sides of the issue. When they compare their own values to those reflected in the selections, look for evidence that they:
 - clearly illustrate or explain their opinions, attitudes, and beliefs
 - demonstrate understanding of the issue
 - summarize and synthesize information from different sourcesPossible questions for self-assessment include:
 - Have I objectively considered different points of view on the issue?
 - Can I justify my position?
- Students can show their responses to articles about issues that concern them by developing collages that feature excerpts from the articles, other materials, and samples of their writing and sketching. Criteria might include:
 - clear focus on a central theme or issue
 - connections to personal experiences, values, and beliefs
 - logical presentation of student's position
 - response supported by specific and accurate references to the articles
 - includes excerpts that represent more than one perspective
- When students complete a literature unit on a theme such as "No Man Is an Island," assess their understanding of the ideas in the unit by having them answer the following questions in their response journals:
 - How has your understanding of your own values been influenced by the literature studied?
 - Which character(s) did you most identify with or have the most sympathy for?
 - How has your understanding of other points of view been influenced?
 - If you could offer advice to the characters studied, what would it be?
 - What connections can you make between the characters studied and people in real life?

RECOMMENDED LEARNING RESOURCES



Print Materials

- Canadian Writer's Companion
- The Communications Handbook
- English Skills With Readings, First Canadian Edition
- Mass Media and Popular Culture, Version 2



Video

- Scanning Television: Videos for Media Literacy in Class

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- assess the effectiveness of persuasive techniques
- assess information for completeness, accuracy, currency, relevance, balance of perspectives, and bias
- analyse different presentations of the same information to reconsider positions
- assess ways in which language reflects and influences values and behaviours
- assess how mass media influence individual perceptions and social behaviours

SUGGESTED INSTRUCTIONAL STRATEGIES

- Have students collect and label print ads that use the following basic appeals: testimonial, “bandwagon,” “plain folks,” status, stereotype, health, and safety. As a final assignment, ask them to write reports in which they explain how one ad manipulates the audience.
- Have students collect examples of persuasive language they have found, such as campaigns against smoking, drug use, or speeding. Ask them which ones are effective and why, and what emotions are being appealed to. Then have students make a list of the features that are most effective. Ask each student to select an effective example and describe what makes it effective.
- Give students information about one side of an argument. For example, provide magazine or newspaper articles that support capital punishment. Ask students to read the articles and, as a class, discuss their views about capital punishment. Next, provide students with articles which oppose capital punishment. Ask students to identify which information was the most persuasive and whether they reconsidered their positions as a result of obtaining more information about the other side of the argument. Complete the activity by having students write multi-paragraph compositions about their findings.
- Ask pairs of students to script and present two phone conversations on the same subject (e.g., about a new appliance that has broken down). In the first call, students are to be polite and diplomatic. In the second call, they are to be angry and abusive. Ask the class to identify how each call reflects the values and behaviour of the speaker and to indicate which they think is most effective and why.

SUGGESTED ASSESSMENT STRATEGIES

- Have students apply their knowledge of persuasive strategies and techniques to assess their own communications. Ask them to record the strategies they use in their work and then summarize what they notice in charts, notes, or written reports. Look for evidence that students are able to:
 - identify persuasive techniques
 - analyse their impact
 - draw conclusions about purpose and accuracy
- Work with students to develop criteria to assess assignments in which they analyse samples of persuasive language. For example, effective work might be characterized by:
 - clear focus on the issue
 - specific examples
 - objective and detailed explanation
 - logical analysis of purpose and potential impact
 - explicit conclusion(s) supported by examples and explanations
- When students discuss the effect of different telephone conversation styles, check that they support their statements with specific references to:
 - differences in vocabulary
 - differences in tone
 - connections to their personal lives
 - what they have learned

RECOMMENDED LEARNING RESOURCES



Print Materials

- Canadian Writer's Companion
- Mass Media and Popular Culture, Version 2



Video

- Scanning Television: Videos for Media Literacy in Class

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- monitor spelling, grammar, mechanics, and syntax using appropriate techniques and resources as required, including electronic technology
- demonstrate awareness of how different word choices produce different effects
- use a variety of computer programs to create and edit their presentations
- demonstrate awareness of language conventions used in the workplace

SUGGESTED INSTRUCTIONAL STRATEGIES

- Review common grammar, usage, punctuation, and spelling errors with students and explain to them the appropriate use of computer spelling and grammar checkers. Provide students with a hard copy of a short composition to edit for mechanical errors and have them explain any corrections they make. Then provide them with an electronic copy of a composition containing errors. Have students use a spell checker and grammar checker to correct errors and ask them to explain why particular words or phrases were highlighted by the programs. Finally, have students do a final edit of the electronically corrected composition to determine if any errors (e.g. homonyms, incorrect usage) were missed by the spell checker and grammar checker.
- Use direct instruction to familiarize students with the concept of connotation. Divide the class into small groups and assign each group a topic (e.g., body size, death, a sport, work). Ask students to brainstorm a list of words and expressions associated with the topic and categorize them as having neutral, negative, or positive connotations. Have each group find a short written piece or video about the topic, identify all the content words (nouns, verbs, adjectives, adverbs), categorize them by connotation, and decide whether the piece communicates a positive or negative message about the topic. Then have each group present its findings to the class, justifying them with examples from the piece.
- Using reports they have written for this or another course, have students use the common features of word-processing software to create three different presentations of the report. For example, students might:
 - change the font style and size
 - use boldface, underline, italics, and other text-styling features for different effects
 - use different styles of headings
 - change the style and location of headers or footers
 - use different types of visuals, such as charts or clip artThen have students exchange their presentations and decide which is the most effective and why.

SUGGESTED ASSESSMENT STRATEGIES

- Work with students to develop a form on which they list the mechanical errors they most often make. Each time students get an assignment back, they make the necessary corrections and then:
 - update their lists
 - identify which errors they no longer make or make less frequently
 - identify which errors they need to focus on
 - go to an appropriate source and find the rules they need to learn
- When students create computer-generated presentations, check that they have made effective use of features of their word-processing or presentation software to improve their work, including:
 - font style and size
 - boldface, underline, italics, and other text-styling features
 - headings, boxes, columns, and other layout features
 - spelling and grammar checkers
 - headers, footers, and page numbers
 - colour
 - visuals

RECOMMENDED LEARNING RESOURCES



Print Materials

- Canadian Writer's Companion
- The Communications Handbook
- English Skills With Readings, First Canadian Edition



Software

- Perfect Copy Classic Version 2.0

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- access and document information from a variety of resources to accomplish a particular purpose
- formulate and refine research questions
- demonstrate alternative approaches to presentations for specific audiences and purposes
- demonstrate the ability to use language, visuals, and sounds to influence thought, emotions, and behaviour
- use a variety of techniques, including outlines, webs, flow charts, and diagrams to organize and communicate ideas

SUGGESTED INSTRUCTIONAL STRATEGIES

- Divide the class into two groups: affirmative and negative. Prepare a debate on a question such as “Should cloning of animals or people be legal?” or “Should young offenders who commit serious crimes be automatically raised to adult court?” Have each group develop a list of focussed research questions to identify the social benefits, costs, and implications of its position. Have students collect data from a variety of print and electronic resources, ensuring that all students have responsibilities. Ask each group to create a position statement, using researched information for support. Then hold the debate.
- Ask students to write paragraphs describing their school for three audiences: a film producer who is looking for a set for a movie; a secondary student from another country; and the chair of the school board, who is trying to understand your principal’s request for \$500,000 in improvements to your school. Have students compare their different descriptions and explain why each is appropriate for its audience.
- Have groups of students create questionnaires about students’ interests (e.g., favourite activities, movies, music), attitudes (e.g., opinions on social or environmental issues), or consumer preferences (e.g., favourite brand of jeans or soft drink). Have each group survey other students in the school and compile the results. Ask the groups to create graphs of their findings and present them to the class.
- Have individual students select and tape-record a reading of a poem and present it to the class, adding music or sound effects to enhance it. Then have students make posters of the words in their poems, complete with visuals. Arrange a Gallery Walk in which students view the posters and answer the following question: How do the sound effects and visuals alter your perception of the poem?

SUGGESTED ASSESSMENT STRATEGIES

- When students hold a debate on a controversial issue, look for evidence of:
 - a clear thesis
 - information to support their position, drawn from a variety of sources
 - focussed examples and arguments
 - accurate and relevant information
 - correct use of language

After the debate has been held, ask students to complete self-assessments of their roles in the debate on the basis of the following criteria:

- collaborated effectively
 - assumed responsibility for a fair share of the tasks
 - respected the opinions of others
 - offered support to the group
 - contributed to group decision making and problem solving
- When students write different versions of a paragraph for different audiences, check for evidence that they:
 - clearly state the purpose of each presentation
 - adjust language and presentation to suit the audience
 - can explain differences in the presentation for each audience
 - When students graph the results of their student surveys, check that they have correctly organized and presented their information. Criteria for assessment might include:
 - chooses an appropriate type of graph
 - includes titles and labels
 - includes a clear description of the survey
 - includes a correct, appropriate legend
 - graphs are neat and visually appealing

RECOMMENDED LEARNING RESOURCES



Print Materials

- Canadian Writer's Companion
- The Communications Handbook
- English Skills With Readings, First Canadian Edition

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- evaluate their own and others' work to ensure appropriate content and language and to enhance quality
- organize information and ideas to clarify thinking and achieve desired effect
- demonstrate effective oral and representational skills to create or enhance communications

SUGGESTED INSTRUCTIONAL STRATEGIES

- Ask students to select three of their favourite pieces of writing and post them around the room or on desks. Then have them do a Gallery Walk, in which each student selects a favourite piece and suggests how it could be improved in content, language use, and visual presentation. Ask students to make revisions that consider the suggestions (not all suggestions will be appropriate). As a class project, compile the selected pieces in a journal of student writing that also includes artwork. Print a copy for each student.
- As part of an assignment in which students write compositions or reports, ask them to prepare a draft for an editing workshop. Have students in groups of three take turns reading their drafts aloud to the other two group members. The student who is reading starts by stating the topic and purpose of the piece and mentioning any parts of the work that he or she would like comments on. The students who are listening note any places where they have problems understanding or following. Students then rewrite the piece in response to their editors' suggestions.

SUGGESTED ASSESSMENT STRATEGIES

- To check on students' ability to evaluate their own and others' work, work with them to develop a set of evaluation criteria for an assignment. Create an evaluation sheet with columns for self-, peer, and teacher ratings. Include space for students to add comments. Have each student staple the sheet to the assignment, exchange with another student for the peer assessment, and then do a self-assessment. Finally, have students submit the assignments and assessment sheets for teacher assessment, which may be done "blind" (by folding the sheets so that the self- and peer assessments are not visible).
- When students prepare a representational assignment such as a verbal/visual report, use criteria such as the following to assess their work:
 - design and images help clarify meaning
 - design and images are suited to purpose and audience
 - colour is used effectively to emphasize, show connections, and help the reader locate information
 - overall effect is visually pleasing

RECOMMENDED LEARNING RESOURCES



Print Materials

- Canadian Writer's Companion
- The Communications Handbook
- English Skills With Readings, First Canadian Edition

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- demonstrate the ability to produce various communications, including documented research and business reports, multimedia presentations, debates, summaries, descriptions, explanations, instructions, letters, and narratives
- use a variety of tools and techniques to enhance the impact of presentations
- demonstrate a commitment to high-quality work when presenting ideas and information in a variety of school, community, and work contexts
- adjust presentations according to purpose, topic, and audience

SUGGESTED INSTRUCTIONAL STRATEGIES

- Divide the class into groups of five to produce news programs dealing with school events or community affairs. Have each group create a plan and divide up the research, writing, interviewing, and editing tasks. Then have students take turns in a variety of production roles, including scriptwriting, producing, directing, operating the video camera, and designing the set. Each group can then present its video to the class.
- Provide students with samples of covering letters sent with job applications. Have students, as a class, make a list of the types of information included in the letters. Ask them to make an inventory of their personal management skills (e.g., punctuality, responsibility), critical thinking skills, and communication skills. Then have each student select a job advertised in a newspaper or on the Internet, noting the qualifications required. Ask them to write letters applying for the jobs, mentioning appropriate skills from their inventory. As an extension activity, have students select a second job to apply for and adapt their covering letters for the different audience and requirements.
- Use real estate or other “for sale” ads to show students how information can be adjusted for a particular purpose. Then have students describe something a person might either sell or have fixed (e.g., a car, a house, a bicycle, sports equipment). Have students write up and present two descriptions: the first, to a potential buyer, highlights the best qualities or features of the object; the second, to a repairperson, describes what needs to be fixed or replaced. As a class, discuss the importance of considering purpose and audience when preparing and interpreting details in oral and written presentations. Ask students to consider at what point adjusting for purpose or audience can become unethical.

SUGGESTED ASSESSMENT STRATEGIES

- When students produce programs about school or community news, check that their videos:
 - use clear, concise, and properly enunciated language
 - include specific details
 - show adequate topic development
 - are engaging and interesting
 - are truthful and insightful
 - meet the purpose of the assignment
 - show competent basic filming technique, including appropriate camera angle, lighting, and set design
 - show evidence of thoughtful script editing and sound editing
- To evaluate students' covering letters, check that they have used standard business letter format and that all required information is included, such as:
 - title of job
 - skills required
 - level of education
 - work or character references
 - availability for interview
- When students prepare workplace communications, check that they can:
 - define the purpose and audience
 - recognize different formats and styles expected (e.g., formal versus informal)
 - recognize and apply conventions of oral and written workplace communications
 - select an appropriate medium
- When students write different descriptions for different purposes and audiences, look for evidence that they:
 - recognize differences in purpose and audience
 - use language that suits each audience
 - adjust the amount and level of information for each audience
 - recognize that adjusting content may be unethical if the result misleads the reader

RECOMMENDED LEARNING RESOURCES



Print Materials

- Canadian Writer's Companion
- The Communications Handbook
- English Skills With Readings, First Canadian Edition

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- assess their communication skills, interests, and attitudes in light of personal and career plans
- demonstrate awareness of the range of communication technologies and the impact these have on the workplace, their careers, and their lives

SUGGESTED INSTRUCTIONAL STRATEGIES

- Survey the class to determine the various jobs or volunteer work that students have done. Discuss the different types of language and forms of communication used in these situations. Ask students to reach conclusions about which communication skills are most essential and most valued in the workplace (e.g., telephone skills, reading and writing skills, ability to use e-mail and other technologies). Then ask students individually to list the skills they would need for the careers they hope to follow.
- Have each student write about a job she or he would like to have and explain why. Then have them describe what they feel would be the worst possible job and why. Read a selection that focusses on a particular person doing a particular job (e.g., Alden Nowlan's "Warren Pryor" or Tom Wayman's poems in *Paperwork*). Ask students to write poems describing themselves in their perfect or worst job.
- Provide students with a series of communication tasks and discuss which considerations would determine the best communication method or format in each situation. Tasks might include:
 - sending a very brief, time-sensitive message to several people in different locations
 - sending a formal thank-you for a service
 - sending a graph of the sales performance of a company to a specific person in a time-sensitive manner
 - telling a client that you would like to set up an appointment for a specific date
 - sending a large volume of documents that are not urgent to a specific client
 - redirecting a message that was sent to you to a more appropriate recipient
 - sending confidential or sensitive materialAs an extension, have students discuss the importance of electronic communication technologies in their lives and which ones are most likely to have an impact on their careers.

SUGGESTED ASSESSMENT STRATEGIES

- Have students develop individual communication profiles that include:
 - a complete list of their current skills, interests, and attitudes
 - relevant experience
 - preferences among communication forms and situations (e.g., large group or small group; reading, listening, or viewing; virtual or face-to-face; writing, visual representations, speaking, or electronic media)
 - goals for improvement
 - postsecondary plansLook for evidence that they are able to be reflective, objective, analytical, realistic, and open in their self-analyses.
- When students explain their choices for the best communication technology for a specific communication task, check that they have considered the following elements and can offer a clear explanation for their choices:
 - purpose and audience
 - importance of timeliness
 - level of formality required
 - social situation

RECOMMENDED LEARNING RESOURCES



Print Materials

- Canadian Writer's Companion
- The Communications Handbook
- English Skills With Readings, First Canadian Edition

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- demonstrate flexibility, responsibility, and commitment when working together
- apply various strategies including consensus-building and formal decision-making techniques to achieve communication goals
- monitor their own and others' contributions, suggest new ideas, and build on others' strengths to achieve group goals

SUGGESTED INSTRUCTIONAL STRATEGIES

- Brainstorm with the class the advantages and disadvantages of working alone and of working in groups. Record responses on chart paper. Discuss the different roles people take in groups (e.g., initiator, information giver, clarifier, gatekeeper, feeling expressor, harmonizer, blocker, recorder, materials handler). Create sample statements or lines that could be spoken by people in these roles. Then divide the class into groups of five and have each student choose a role to play in the group. Have the groups work together to create posters on topical issues of concern (e.g., safe driving, anti-smoking, pollution). Have students present their posters to the class and discuss how well their groups worked together.
- Following any group assignment, have students prepare formal evaluations of the process, identifying problems, limitations, and successes. Use these to discuss the values and limitations of collaborative work. Encourage students to relate their experiences in other school and community activities in which they participate (e.g., athletics, performing arts, service organizations). Highlight:
 - the value of individual preparation
 - the effects of differences in expertise
 - the importance of individual commitment
- Divide the class into small groups and have students role-play making plans to share an apartment. Ask each group to decide what tasks are necessary for maintaining a home (e.g., cooking, cleaning, laundry, grocery shopping), how often each task needs to be done, and which tasks are to be done together or separately. Encourage students to divide the chores equally and to decide what action to take if someone does not contribute as agreed. Ask each group to report to the class on the problems they encountered in reaching agreement and what solutions they found. Follow with a class discussion of conflict resolution techniques.

SUGGESTED ASSESSMENT STRATEGIES

- Work with students to identify criteria for assessing the group process when they prepare posters on topical issues of concern. Have each group assess its ability to:
 - reach consensus and commit to goals
 - respect and encourage others
 - deal constructively with disagreements
 - show insight and openness in assessing individual members' workUse criteria such as the following to assess the posters created by the groups:
 - interesting topic
 - specific details to support ideas
 - catchy slogans
 - strong visual impact
 - creative ideas
 - clear organization
 - strong overall message
- When students report to the class on their role play about sharing an apartment, look at how they have dealt with the following aspects:
 - identifying areas of disagreement or conflict
 - considering various solutions
 - allowing each member to contribute to decisions
 - persisting until a resolution is found to problems

RECOMMENDED LEARNING RESOURCES



Print Materials

- Canadian Writer's Companion
- The Communications Handbook

PRESCRIBED LEARNING OUTCOMES

It is expected that students will:

- communicate purposefully, confidently, and ethically in various interpersonal and electronic contexts, including the workplace
- demonstrate willingness to consider diverse, contrary, and innovative views
- describe ways in which language choice and tone may affect others emotionally
- demonstrate the ability to use language and texts to celebrate important occasions and accomplishments

SUGGESTED INSTRUCTIONAL STRATEGIES

- Create a bulletin board with the headings Fact and Fabrication. Ask students to collect pictures, clippings, or headlines about teenagers; assess whether they accurately depict the reality of teenage life or misrepresent it; and place them under the appropriate headings. Have students write poems or articles on the topic “Stereotyping Teenagers.”
- Have students prepare a time capsule or Museum of the 20th Century, to which they each contribute two or three items they think reflect 20th-century culture (e.g., fashion items, toys, photos, household gadgets, books). Have each student write a brief explanation of the significance of their items. Display the collection in a classroom or school display case.
- Have pairs of students interview each other and make notes of the other’s accomplishments and goals. Each student can then create notes for an oral presentation celebrating and praising the accomplishments of the other student, who will be receiving a classroom Certificate of Achievement. Certificates could be presented to each student, who then gives a brief acceptance speech.
- Have students practise reading a children’s book out loud. Then plan a field trip to a nearby elementary school and have students read the stories to primary classes. Afterwards, discuss the success of the exercise with the class.

SUGGESTED ASSESSMENT STRATEGIES

- To assess students' willingness to consider diverse, contrary, or innovative points of view, prepare an anticipation guide on an article or story they have not yet read (e.g., *Of Mice and Men*). Ask them to react to statements such as:
 - People who speak incorrectly lack intelligence.
 - Killing another person is wrong.
 - Pets should be put to sleep when they become too old.
 - Having dreams for the future can get you through the hardships of life.

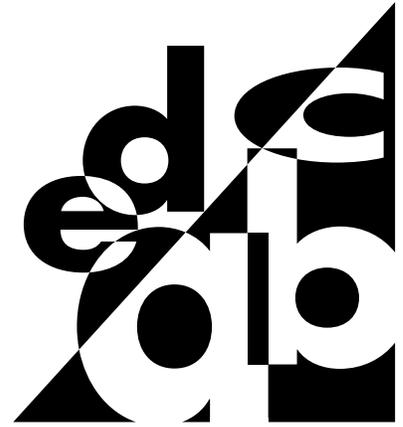
Discuss each statement as a class and have students write their opinions on each statement. Then have students read the selection and reconsider the statements in light of the author's ideas. To assess students, look for evidence that they are willing to consider other points of view or to change their point of view.
- When students write brief explanations of items they would place in a time capsule, look for concise, detailed, and original perspectives on each item's importance. Students might also write a piece celebrating the culture represented by the items in the time capsule. Look for students' ability to use language that compliments others on their choice of items and demonstrates pride in the project being completed.
- To assess students' application of social-interaction skills, ask them to document and analyse their participation and competence in a variety of community and career-related situations. Collaborate with students to develop a list of situations to include. For example:
 - interactions through electronic media
 - volunteer activities
 - activities related to work experience
 - activities involving people or views that are unfamiliar or are different from their own
 - situations in which they deal with conflict

RECOMMENDED LEARNING RESOURCES



Print Materials

- Canadian Writer's Companion
- The Communications Handbook



APPENDICES

Communications 11 and 12



APPENDIX A

Prescribed Learning Outcomes

► **COMPREHEND AND RESPOND (*Strategies and Skills*)**

It is expected that students will:

Grade 11	Grade 12
<ul style="list-style-type: none"> • use a variety of strategies before, during, and after reading, viewing, or listening to increase comprehension and recall • construct and confirm meaning using word-structure analysis, context clues, and prominent organizational patterns • apply appropriate strategies for locating and using information from a variety of print and non-print resources, including electronic resources • demonstrate efficient note-taking strategies 	<ul style="list-style-type: none"> • choose appropriate strategies before, during, and after reading, viewing, or listening for different purposes • demonstrate the ability to use a variety of strategies for locating information in print and non-print resources, including electronic resources • assess prior knowledge of and experience with specific topics • demonstrate the ability to record, organize, and store information they read, hear, or view • demonstrate the ability to listen and view critically • interpret a variety of technical, literary, and workplace communications

► **COMPREHEND AND RESPOND (*Comprehension*)**

It is expected that students will:

Grade 11	Grade 12
<ul style="list-style-type: none"> • demonstrate the ability to read for a variety of purposes • demonstrate familiarity with literary works from a variety of genres and cultures • identify the topics, main ideas, events or themes, supporting ideas, and sequence of a variety of works from different genres, including workplace communications • organize oral, written, or visual information into a variety of written and graphic forms • demonstrate the ability to interpret details in and draw conclusions from a variety of print and graphic formats 	<ul style="list-style-type: none"> • distinguish the different features of a variety of literary, technical, and business texts • paraphrase the main ideas, events, or themes in a variety of literary, technical, business, and informational communications • demonstrate the ability to adjust reading and viewing according to purpose, content, and context • interpret details in and draw conclusions from information presented in a variety of print and graphic formats, including electronic formats

► **COMPREHEND AND RESPOND (*Engagement and Personal Response*)**

It is expected that students will:

Grade 11	Grade 12
<ul style="list-style-type: none"> • relate a range of texts, genres, and mass media to personal interests, ideas, and attitudes • identify indicators of cultural diversity in print and non-print media, including electronic media • demonstrate willingness to reassess their understanding of a topic on the basis of responses from others and new ideas and experiences • develop and defend a point of view using evidence from work they have read, heard, or viewed 	<ul style="list-style-type: none"> • demonstrate the ability to connect their experiences and values to those reflected in Canadian and international literary and mass media works • demonstrate a willingness to explore diverse perspectives to develop or modify their points of view • assess their knowledge and use of language in light of the requirements of workplace communications • demonstrate the ability to support a position by citing specific details from what they have read, heard, or viewed

► **COMPREHEND AND RESPOND (*Critical Analysis*)**

It is expected that students will:

Grade 11	Grade 12
<ul style="list-style-type: none"> • identify various techniques of persuasion in a variety of works, including workplace communications • explain how perspectives and biases are reflected in print and non-print resources, including electronic communications • compare different sources of information on the same topic • identify ways in which mass media influence individual perceptions and social behaviours 	<ul style="list-style-type: none"> • assess the effectiveness of persuasive techniques • assess information for completeness, accuracy, currency, relevance, balance of perspectives, and bias • analyse different presentations of the same information to reconsider positions • assess ways in which language reflects and influences values and behaviours • assess how mass media influence individual perceptions and social behaviours

► **COMMUNICATE IDEAS AND INFORMATION (*Knowledge of Language*)**

It is expected that students will:

Grade 11	Grade 12
<ul style="list-style-type: none"> • apply capitalization, spelling, and punctuation conventions and standard grammatical structures • demonstrate the ability to write for a variety of audiences and purposes • use a variety of computer programs to create and edit their presentations • demonstrate awareness of language conventions used in the workplace 	<ul style="list-style-type: none"> • monitor spelling, grammar, mechanics, and syntax using appropriate techniques and resources as required, including electronic technology • demonstrate awareness of how different word choices produce different effects • use a variety of computer programs to create and edit their presentations • demonstrate awareness of language conventions used in the workplace

► **COMMUNICATE IDEAS AND INFORMATION (*Composing and Creating*)**

It is expected that students will:

Grade 11	Grade 12
<ul style="list-style-type: none"> • locate, access, and select appropriate information from both print and non-print resources • identify purpose and audience for their presentations • describe how different arrangements of words, sounds, and visuals alter intended impact • create original presentations in a variety of formats • use a range of common communication forms, including business and personal letters, memos, and reports 	<ul style="list-style-type: none"> • access and document information from a variety of resources to accomplish a particular purpose • formulate and refine research questions • demonstrate alternative approaches to presentations for specific audiences and purposes • demonstrate the ability to use language, visuals, and sounds to influence thought, emotions, and behaviour • use a variety of techniques, including outlines, webs, flow charts, and diagrams to organize and communicate ideas

► **COMMUNICATE IDEAS AND INFORMATION (*Improving Communications*)**

It is expected that students will:

Grade 11	Grade 12
<ul style="list-style-type: none"> • use appropriate criteria to critique their own and others' ideas, use of language, and presentation forms relative to purpose and audience • use a variety of organizational structures and appropriate transitions to enhance oral, written, and visual communications 	<ul style="list-style-type: none"> • evaluate their own and others' work to ensure appropriate content and language and to enhance quality • organize information and ideas to clarify thinking and achieve desired effect • demonstrate effective oral and representational skills to create or enhance communications

► **COMMUNICATE IDEAS AND INFORMATION (*Presenting and Valuing*)**

It is expected that students will:

Grade 11	Grade 12
<ul style="list-style-type: none"> • create clear and appealing oral, written, and visual presentations using a variety of tools and techniques • demonstrate pride, satisfaction, and confidence in their ability to communicate in a variety of formal and informal contexts, including workplace contexts 	<ul style="list-style-type: none"> • demonstrate the ability to produce various communications, including documented research and business reports, multimedia presentations, debates, summaries, descriptions, explanations, instructions, letters, and narratives • use a variety of tools and techniques to enhance the impact of presentations • demonstrate a commitment to high-quality work when presenting ideas and information in a variety of school, community, and work contexts • adjust presentations according to purpose, topic, and audience

► **SELF AND SOCIETY (*Personal Awareness*)**

It is expected that students will:

Grade 11	Grade 12
<ul style="list-style-type: none"> • relate language skills, interests, and attitudes to personal and career plans • establish goals and plans for language learning based on achievement, needs, and interests 	<ul style="list-style-type: none"> • assess their communication skills, interests, and attitudes in light of personal and career plans • demonstrate awareness of the range of communication technologies and the impact these have on the workplace, their careers, and their lives

► **SELF AND SOCIETY (*Working Together*)**

It is expected that students will:

Grade 11	Grade 12
<ul style="list-style-type: none"> • demonstrate understanding of the differences between working collaboratively and working independently on presentations • use appropriate criteria to evaluate group processes and individual contributions • demonstrate respect for others' viewpoints when working collaboratively 	<ul style="list-style-type: none"> • demonstrate flexibility, responsibility, and commitment when working together • apply various strategies, including consensus-building and formal decision-making techniques, to achieve communication goals • monitor their own and others' contributions, suggest new ideas, and build on others' strengths to achieve group goals

► **SELF AND SOCIETY (*Building Community*)**

It is expected that students will:

Grade 11	Grade 12
<ul style="list-style-type: none"> • communicate purposefully, confidently, and ethically in a variety of situations • demonstrate respect for the diversity of ideas, language, and culture in an inclusive community • demonstrate the ability to use language and texts to celebrate personal and community occasions and accomplishments 	<ul style="list-style-type: none"> • communicate purposefully, confidently, and ethically in various interpersonal and electronic contexts, including the workplace • demonstrate willingness to consider diverse, contrary, and innovative views • describe ways in which language choice and tone may affect others emotionally • demonstrate the ability to use language and texts to celebrate important occasions and accomplishments



APPENDIX B

Learning Resources
General Information

WHAT IS APPENDIX B?

Appendix B consists of general information on learning resources, as well as Grade Collection information and alphabetical annotations of the provincially recommended resources.

WHAT IS A GRADE COLLECTION?

A Grade Collection is the format used to organize the provincially recommended learning resources by grade and by curriculum organizer. It can be regarded as a 'starter set' of basic resources to deliver the curriculum. In many cases, the Grade Collection provides a choice of more than one resource to support curriculum organizers, enabling teachers to select resources that best suit different teaching and learning styles. There may be prescribed learning outcomes either partially or not at all supported by learning resources at this time. Many of these are best met by teacher-developed activities. Teachers may also wish to supplement Grade Collection resources with locally selected materials.

WHAT KINDS OF RESOURCES ARE FOUND IN A GRADE COLLECTION?

Learning resources in a Grade Collection are categorized as either *comprehensive* or *additional*. *Comprehensive resources* provide a broad coverage of the learning outcomes for most curriculum organizers. *Additional resources* are more topic specific and support individual curriculum organizers or clusters of outcomes. They provide valuable support for or extension to specific topics and are typically used to supplement or fill in the areas not covered by the comprehensive resources.

HOW ARE GRADE COLLECTIONS KEPT CURRENT?

Under the provincial continuous submissions process, suppliers advise the ministry about newly developed resources as soon as they are released. Resources judged to have a potentially significant match to the learning outcomes for individual IRPs are evaluated by practising classroom teachers who are trained by ministry staff to use provincial evaluation criteria. Resources selected for provincial recommendation receive Ministerial Order and are added to the existing Grade Collections. The ministry updates the Grade Collections on a regular basis on the ministry web site at http://www.bced.gov.bc.ca/irp_resources/lr/resource/gradcoll.htm. Please check this site for the most current and up-to-date version of Appendix B.

HOW LONG DO LEARNING RESOURCES KEEP THEIR RECOMMENDED STATUS?

Learning resources will retain their recommended status for a minimum of five years after which time they may be withdrawn from the Grade Collections, thereby terminating their provincially recommended status. Decisions regarding the withdrawal of learning resources will be based on, but not limited to, considerations of curriculum support, currency, and availability. Schools may continue to use a learning resource after withdrawal provided local school board approval is obtained.

HOW CAN TEACHERS CHOOSE LEARNING RESOURCES TO MEET THEIR CLASSROOM NEEDS?

As outlined in *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2000), there are a number of approaches to selecting learning resources.

Teachers may choose to use:

- provincially recommended resources to support provincial or locally developed curricula
- resources that are not on the ministry's provincially recommended list (resources that are not on the provincially recommended list must be evaluated through a local, board-approved process).

The Ministry of Education has developed a variety of tools and guidelines to assist teachers with the selection of learning resources. These include:

- *Evaluating, Selecting and Managing Learning Resources: A Guide* (Revised 2000) with accompanying CD-ROM tutorial and evaluation instruments
- Grade Collection(s) in each IRP. Each Grade Collection begins with a chart which lists both comprehensive and additional resources for each curriculum organizer. The chart is followed by an annotated bibliography with supplier and ordering information. (Price and supplier information should be confirmed at the time of ordering). There is also a chart that lists Grade Collection titles alphabetically and a blank planning template that can be used by teachers to record their individual choices
- Resource databases on CD-ROM or on-line
- Sets of recommended learning resources are available in a number of host districts throughout the province to allow teachers to examine the materials first hand at regional displays.
- *Catalogue of Recommended Learning Resources*

WHAT ARE THE CRITERIA TO CONSIDER WHEN SELECTING LEARNING RESOURCES?

There are a number of factors to consider when selecting learning resources.

Content

The foremost consideration for selection is the curriculum to be taught. Prospective resources must adequately support the particular learning objectives that the teacher wants to address. Teachers will determine whether a resource will effectively support any given learning outcomes within a curriculum organizer. This can only be done by examining descriptive information regarding that resource; acquiring additional information about the material from the supplier, published reviews, or colleagues; and by examining the resource first-hand.

Instructional Design

When selecting learning resources, teachers must keep in mind the individual learning styles and abilities of their students, as well as anticipate the students they may have in the future. Resources should support a variety of special audiences, including gifted, learning disabled, mildly intellectually disabled, and ESL students. The instructional design of a resource includes the organization and presentation techniques; the methods used to introduce, develop, and summarize concepts; and the vocabulary level. The suitability of all of these should be considered for the intended audience.

Teachers should also consider their own teaching styles and select resources that will complement them. The list of recommended resources contains materials that range from prescriptive or self-contained resources, to open-ended resources that require

considerable teacher preparation. There are recommended materials for teachers with varying levels and experience with a particular subject, as well as those that strongly support particular teaching styles.

Technical Design

While the instructional design of a package will determine the conceptual organization, it is the technical design that brings that structure into reality. Good technical design enhances student access and understanding. Poor technical quality creates barriers to learning. Teachers should consider the quality of photographs and illustrations, font size and page layout, and durability. In the case of video, audible and age appropriate narration and variation in presentation style should be considered. When selecting digital resources, interactivity, feedback, constructive engagement, usability, and functionality are important.

Social Considerations

An examination of a resource for social considerations helps to identify potentially controversial or offensive elements which may exist in the content or presentation. Such a review also highlights where resources might support pro-social attitudes and promote diversity and human rights issues.

The intent of any Social Considerations screening process, be it at the local or provincial level, is not to remove controversy, but to ensure that controversial views and opinions are presented in a contextual framework.

All resources on the ministry's recommended list have been thoroughly screened for social concerns from a provincial perspective. However, teachers must consider the appropriateness of any resource from the perspective of the local community.

Media

When selecting resources, teachers should consider the advantages of various media. Some topics may be best taught using a specific medium. For example, video may be the most appropriate medium when teaching a particular, observable skill, since it provides a visual model that can be played over and over or viewed in slow motion for detailed analysis. Video can also bring otherwise unavailable experiences into the classroom and reveal "unseen worlds" to students. Software may be particularly useful when students are expected to develop critical-thinking skills through the manipulation of a simulation, or where safety or repetition are factors. Print or CD-ROM resources can best be used to provide extensive background information on a given topic. Once again, teachers must consider the needs of their individual students, some of whom may learn better from the use of one medium than another.

USE OF INFORMATION TECHNOLOGY

Teachers are encouraged to embrace a variety of educational technologies in their classrooms. To do so, they will need to ensure the availability of the necessary equipment and familiarize themselves with its operation. If the equipment is not currently available, then the need must be incorporated into the school or district technology plan.

WHAT FUNDING IS AVAILABLE FOR PURCHASING LEARNING RESOURCES?

As part of the selection process, teachers should be aware of school and district funding policies and procedures to determine how much money is available for their needs. Funding for various purposes, including the purchase of learning resources, is provided to school districts.

Learning resource selection should be viewed as an ongoing process that requires a determination of needs, as well as long-term planning to co-ordinate individual goals and local priorities.

EXISTING MATERIALS

Prior to selecting and purchasing new learning resources, an inventory of those resources that are already available should be established through consultation with the school and district resource centres. In some districts, this can be facilitated through the use of district and school resource management and tracking systems. Such systems usually involve a computer database program (and possibly bar-coding) to help keep track of a multitude of titles. If such a system is put on-line, then teachers can check the availability of a particular resource via computer.



APPENDIX B

*Communications 11 and 12
Grade Collections*

COMMUNICATIONS 11 AND 12 :
GRADE COLLECTIONS

This section begins with an overview of the comprehensive resources for this curriculum, then presents Grade Collection charts for each grade. These charts list both *comprehensive* and *additional* resources for each curriculum organizer for the grade. The charts are followed by an annotated bibliography. Teachers should check with suppliers for complete and up-to-date ordering information. Most suppliers maintain web sites that are easy to access.

MEDIA ICONS KEY



Audio Cassette



CD-ROM



Film



Games/Manipulatives



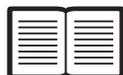
Laserdisc/Videodisc



Multimedia



Music CD



Print Materials



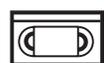
Record



Slides



Software



Video

COMMUNICATIONS 11 AND 12
 GRADE COLLECTIONS
 OVERVIEW OF COMPREHENSIVE RESOURCES

- *Breakthroughs* (Grade 11)

This resource consists of a student text, a workbook, a teachers guide and audio tapes. Originally designed for advanced ESL students, this resource will be accessible to most students. It makes effective use of visual materials, uses a consistent structure throughout and is highly predictable. *Breakthroughs* integrates the skills of reading, listening, writing and speaking in each unit. The reading selections are relevant and informative and vocabulary development is emphasized. The workbook provides practice in vocabulary, grammar, comprehension and writing. The teachers guide provides instructional strategies, answer keys and unit overviews. The tapes provide 18 listening activities featuring a variety of different subjects, with speakers of different ages and accents.

- *Passages: Literature and Language* (Grade 11 and 12)

For both grade levels, this integrated resource consists of a multi-genre student anthology, a teacher's guide and an assessment CD-ROM. An audio pack is available for Grade 11. The accompanying student resource, *Gage Canadian Writers Handbook*, supports both the Grade 11 and 12 materials. The anthologies present reading selections from Aboriginal, Canadian and international authors and have a high percentage of Canadian content. Each anthology includes a guide to communication, which provides models of workplace writing such as r sum s, cover letters and business letters. Although

organized by theme, the anthologies have alternate genre tables of content. Incorporated throughout are colour plates (paintings) and photographs. Opportunities for student response follow the various selections. The accompanying teacher's guides provide readability guides for the selections and include additional selections of poetry and prose, reproducible masters and rubrics. They also include background information, cross-curricular links and suggestions for ESL support. The assessment CD-ROMs provide modifiable reproducible masters of the assessment and evaluation material contained in the teachers guides. The audio CDs feature selected literature from the Grade 11 *anthology*. *The Gage Canadian Writers Handbook* is a process-based student handbook on writing, reading and thinking. It discusses the essentials of effective essays; addresses topics such as essays, scripts, stories, profiles, speeches, research papers, position papers, science experiments and electronic mail; and reviews the technicalities of language and grammar. Writing skills, practice exercises, a glossary and an index are included. This handbook can be used independently to support other language arts programs. *Passages* is also recommended for English 11 and 12.

Communications 11 Grade Collection

	Comprehend and Respond				Communicate Ideas and Information				Self and Society		
	Strategies and Skills	Comprehension	Engagement and Personal Response	Critical Analysis	Knowledge of Language	Composing and Creating	Improving Communications	Presenting and Valuing	Personal Awareness	Working Together	Building Community
Comprehensive Resources											
Breakthroughs											
Passages 11: Literature and Language											
Additional Resources - Print											
The Communications Handbook	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fitzhenry & Whiteside Canadian Thesaurus	✓				✓	✓					
Gage Canadian Concise Dictionary	✓			✓	✓						
Gage Canadian Dictionary, Revised and Expanded	✓			✓	✓						
Gage Canadian Thesaurus	✓				✓	✓					
Gage Canadian Writer's Handbook	✓	✓	✓		✓	✓	✓	✓		✓	
The Nelson Canadian Dictionary of the English Language	✓			✓	✓						
Mass Media and Popular Culture, Version 2			✓	✓							
Reading and Writing for Success	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The Senior Issues Collection: Voices of the First Nations	✓	✓	✓	✓		✓	✓		✓	✓	✓
Additional Resources - Video											
Scanning Television: Videos for Media Literacy in Class			✓	✓							
Additional Resources – Software & CD-ROM											
Perfect Copy Classic					✓						

	For the comprehensive resources, indicates satisfactory to good support for the majority of the learning outcomes within the curriculum organizer.
✓	For the additional resources, indicates support for one or more learning outcomes within the curriculum organizer.
	Indicates minimal or no support for the prescribed learning outcomes within the curriculum organizer.

Communications 12 Grade Collection

	Comprehend and Respond				Communicate Ideas and Information				Self and Society		
	Strategies and Skills	Comprehension	Engagement and Personal Response	Critical Analysis	Knowledge of Language	Composing and Creating	Improving Communications	Presenting and Valuing	Personal Awareness	Working Together	Building Community
Comprehensive Resources											
Passages 12: Literature and Language											
Additional Resources - Print											
Canadian Writer's Companion	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
The Communications Handbook	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fitzhenry & Whiteside Canadian Thesaurus	✓				✓	✓					
Gage Canadian Concise Dictionary	✓			✓	✓						
Gage Canadian Dictionary, Revised and Expanded	✓			✓	✓						
Gage Canadian Thesaurus	✓				✓	✓					
Gage Canadian Writer's Handbook	✓	✓	✓		✓	✓	✓	✓		✓	
The Nelson Canadian Dictionary of the English Language	✓			✓	✓						
Mass Media and Popular Culture, Version 2			✓	✓							
Additional Resources - Video											
Scanning Television: Videos for Media Literacy in Class			✓	✓							
Additional Resources – Software & CD-ROM											
Perfect Copy Classic					✓						

	For the comprehensive resources, indicates satisfactory to good support for the majority of the learning outcomes within the curriculum organizer
✓	For the additional resources, indicates support for one or more learning outcomes within the curriculum organizer.
	Indicates minimal or no support for the prescribed learning outcomes within the curriculum organizer.

APPENDIX B: COMMUNICATIONS 11 AND 12 • *Grade Collections*



Breakthroughs

Author(s): Engelking, M. et al.

General Description:

Ten-unit student book provides an integrated reading, writing, listening and speaking program, including vocabulary and grammar exercises. Accompanying workbook provides extra practice in grammar, vocabulary and writing. Comprehensive teacher's book provides instruction, extension, assessment suggestions and activities. Audio cassette presents 18 varied listening activities.

Audience: General
ESL - program designed as an advanced, integrated skills program for adults and young adults.

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
									✓		

Year Recommended in Grade Collection: 1999

Supplier: *Oxford University Press (Ontario)*
70 Wynford Drive
Don Mills, ON M3C 1J9

Tel: (416) 441-2941 **Fax:** (416) 441-0345

Toll Free: 1-800-387-8020

Web Address: www.oupcan.com

Price: Student Book: \$23.96
Teacher's Book: \$36.00
Audio Cassette: \$27.96

ISBN/Order No: Student Book: 19-5411722
Teacher's Book: 19-5412532
Audio Cassette: 19-5412524

Copyright: 1998



Canadian Writer's Companion

Author(s): Luengo, A.

General Description:

This comprehensive writing reference consists of a student text and a teacher's manual. The student text covers the following: the writing process; elements of writing; types of writing; skills for research, study, and test taking; and comprehensive grammar, usage and mechanics rules. The teacher's manual provides information about learning styles, lesson planning and assessment, as well as 300 practice activities on a disk for IBM or Macintosh computers.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
											✓

Year Recommended in Grade Collection: 1999

Supplier: *Pearson Education Canada*
26 Prince Andrew Place
Don Mills, ON M3C 2T8

Tel: (416) 447-5101 **Fax:** 1-800-563-9196

Toll Free: 1-800-387-8028/7851

Web Address: www.personed.ca

Price: Text: \$20.95
Teacher's Manual and Disk: \$50.95

ISBN/Order No: Text: 0-13-443920-1
Teacher's Manual and Disk: 0-13-443938-4

Copyright: 1995



The Communications Handbook

General Description:

Handbook covers the writing process, including the organization of paragraphs, essays and research papers, as well as business and technical writing. Also develops listening, speaking, presentation and study skills. A set of reproducible masters are keyed to specific sections and provide additional practice for all elements of writing. Optional software has not been evaluated.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
									✓		✓

Year Recommended in Grade Collection: 1999

Supplier: *Nelson Thomson Learning*
1120 Birchmount Road
Scarborough, ON M1K 5G4

Tel: (416) 752-9448 **Fax:** (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: Handbook: \$28.95
Blackline Masters: \$68.95

ISBN/Order No: Handbook: 0-17-604738-7
Blackline Masters: 0-17-605687-4

Copyright: 1996



Fitzhenry & Whiteside Canadian Thesaurus

Author(s): Chambers, J. et al.

General Description:

This distinctly Canadian thesaurus provides nonformal or colloquial usages, word origins and cultural references. While generally inclusive, references to Aboriginal peoples' language and terminology are not prominently represented.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
									✓		✓

Year Recommended in Grade Collection: 2002

Supplier: *Fitzhenry & Whiteside Ltd.*
195 Allstate Parkway
Markham, ON L3R 4T8

Tel: (905) 477-9700 **Fax:** (905) 477-9179

Toll Free: 1-800-387-9776

Price: \$18.44

ISBN/Order No: 1-55041-1985

Copyright: 2001



Gage Canadian Concise Dictionary

General Description:

This user-friendly desktop resource features over 95,000 entry words with pronunciation support; boxes that highlight grammar, usage and synonyms; and etymologies that indicate word development. Appendices include references for provinces and territories, Aboriginal peoples, Prime Ministers of Canada, weights and measures and a grammar and usage guide.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
									✓		✓

Year Recommended in Grade Collection: 2001

Supplier: *Gage Learning Corporation*
164 Commander Boulevard
Toronto, ON M1S 3C7

Tel: (416) 293-8464 ext. **Fax:** (416) 293-9009

Toll Free: 1-800-667-1115

Web Address: www.gagelearning.com

Price: \$16.95

ISBN/Order No: 0-7715-1975-3

Copyright: 2002



Gage Canadian Dictionary, Revised and Expanded

General Description:

Current edition contains 140,000 direct and concise entries, supported by illustrative sentences and points of usage. Alternative pronunciations are included. The dictionary uses Canadian spelling and reflects the Canadian cultural mosaic. Particular attention is given to Aboriginal people, including Métis and Inuit. Current lexical items have been added to reflect technological, social and political developments (e.g., diskette, rollerblades, clear-cut, Nunavut). In addition, this resource provides a guide to the dictionary, including information on spelling, pronunciation, parts of speech and idioms. The appendices provide tables, charts and lists such as an air quality index, weather scales, the biological classification of animals and plants, a comparative table of alphabets, a periodic table of elements, a geological time chart, a list of major currencies and a table of measures.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
									✓		✓

Year Recommended in Grade Collection: 2002

Supplier: *Gage Learning Corporation*
164 Commander Boulevard
Toronto, ON M1S 3C7

Tel: (416) 293-8464 ext. **Fax:** (416) 293-9009

Toll Free: 1-800-667-1115

Web Address: www.gagelearning.com

Price: \$29.95

ISBN/Order No: 0-7715-1981-8

Copyright: 1998



Gage Canadian Thesaurus

General Description:

This thesaurus is distinctly Canadian. Entries are generally sensitive to cultural issues and peoples and are clearly cross-referenced. The resource represents Aboriginal people both as a main entry and in an appendix that features a word list of Aboriginal groups in Canada. The word lists in the appendices are extensive and well-organized. This resource is also available in other formats. Please contact the publisher directly.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
									✓		✓

Year Recommended in Grade Collection: 2002

Supplier: *Gage Learning Corporation*
164 Commander Boulevard
Toronto, ON M1S 3C7

Tel: (416) 293-8464 ext. **Fax:** (416) 293-9009

Toll Free: 1-800-667-1115

Web Address: www.gagelearning.com

Price:

ISBN/Order No:

Copyright:



Gage Canadian Writer's Handbook

Author(s): Davies, R. et al

General Description:

This process-based student handbook on writing, reading and thinking is divided into three major areas. "How to Write an Essay" discusses the essentials of effective essays. "Specific Forms of Writing and Representing" addresses topics such as essays, scripts, stories, profiles, speeches, research papers, position papers, science experiments and electronic mail. "Conventions of Writing" reviews the technicalities of language and grammar. Writing skills, practice exercises, a glossary and an index are included. Although this handbook supports both *Passages 11 and 12* and *Imprints 11 and 12*, it can be used independently to support other language arts programs.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
									✓		✓

Year Recommended in Grade Collection: 2002

Supplier: *Gage Learning Corporation*
164 Commander Boulevard
Toronto, ON M1S 3C7

Tel: (416) 293-8464 ext. **Fax:** (416) 293-9009

Toll Free: 1-800-667-1115

Web Address: www.gagelearning.com

Price: \$17.95

ISBN/Order No: 0-7715-1747-5

Copyright: 2000



Mass Media and Popular Culture, Version 2

Author(s): Duncan, B. et al.

General Description:

Current, well-organized and engaging media literacy text provides a cross section of mass media and popular culture phenomena for students to critically analyze. The accompanying teacher's resource binder provides teaching strategies, student handouts and relevant readings. A complementary video package, *Scanning Television: Videos for Media Literacy in Class*, is cross-referenced throughout the text and guide.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
									✓		✓

Year Recommended in Grade Collection: 1999

Supplier: *Harcourt Canada Ltd.*
School Division
55 Horner Avenue
Toronto, ON M8Z 4X6

Tel: (416) 255-4491 **Fax:** (416) 255-4046/6708

Toll Free: 1-800-387-7278

Web Address: www.harcourtcanada.com

Price: Student Book: \$34.95
Teacher's Guide: \$91.95

ISBN/Order No: Student Text: 774701706
Teacher's Binder: 774701714

Copyright: 1996



The Nelson Canadian Dictionary of the English Language

General Description:

Developed from a distinctly Canadian perspective, this dictionary provides clear, succinct, accurate and user-friendly definitions of over 150,000 entries. Numerous interesting and useful illustrations, photographs, maps and tables support the definitions. High-quality coloured world maps, etymological overviews, effective graphics and clear, comprehensive overviews of Canada's courts, governments, geography, constitution and place in the world complete this useful reference book. Of particular note is the information relating to Canada's Aboriginal population.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
									✓		✓

Year Recommended in Grade Collection: 2001

Supplier: *Nelson Thomson Learning*
1120 Birchmount Road
Scarborough, ON M1K 5G4

Tel: (416) 752-9448 **Fax:** (416) 752-8101

Toll Free: 1-800-268-2222/1-800-668-0671

Web Address: www.nelson.com

Price: \$60.45

ISBN/Order No: 0-17-604726-3

Copyright: 1998



Passages 11: Literature and Language

Author(s): Illingworth, B. et al.

General Description:

This comprehensive resource consists of a student anthology, a teacher's guide, an assessment CD-ROM and an audio pack. The accompanying student language and writing resource, *Gage Canadian Writer's Handbook*, supports both *Passages 11 and 12* and *Imprints 11 and 12*. *Passages 11* is also recommended for English 11.

Audience: General

ESL - modifications in teacher's guide

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
									✓		

Year Recommended in Grade Collection: 2001

Supplier: *Gage Learning Corporation*
164 Commander Boulevard
Toronto, ON M1S 3C7

Tel: (416) 293-8464 ext. **Fax:** (416) 293-9009

Toll Free: 1-800-667-1115

Web Address: www.gagelearning.com

Price: Anthology: \$36.95
Teacher's Guide: \$109.95
Assessment CD-ROM: \$99.95

ISBN/Order No: Anthology: 0-7715-0954-5
Teacher's Guide: 0-7715-0957-X
Assessment CD-ROM: 0-7715-0969-3

Copyright: 2001



Passages 12: Literature and Language

Author(s): Giroux, G.

General Description:

This comprehensive resource consists of a student anthology, a teacher's guide and an assessment CD-ROM. The accompanying student language and writing resource, *Gage Canadian Writer's Handbook*, supports both *Passages 11 and 12* and *Imprints 11 and 12*. *Passages 12* is also recommended for English 12.

Audience: General

ESL - modifications in teacher's guide

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
											✓

Year Recommended in Grade Collection: 2002

Supplier: *Gage Learning Corporation*
164 Commander Boulevard
Toronto, ON M1S 3C7

Tel: (416) 293-8464 ext. **Fax:** (416) 293-9009

Toll Free: 1-800-667-1115

Web Address: www.gagelearning.com

Price: Anthology: \$36.95
Teacher's Guide (Western Edition): \$109.95
Assessment CD-ROM: \$99.95

ISBN/Order No: Anthology: 0-7715-0958-8
Teacher's Guide (Western Edition): 0-7715-0960-X
Assessment CD-ROM: 0-7715-0961-8

Copyright: 2002



Perfect Copy Classic Version 2.0

General Description:

Windows software (in disk or CD-ROM format) and an instructor's manual with language rules booklet, provides positive feedback to assist students in identifying and correcting errors in punctuation, grammar and word usage. A multi-level database of articles encourages students with reading levels from Grades 4 through 12 to work independently at their own pace. Features include a manager that allows for customization of the program and the tracking of student progress, as well as on-screen tutorials. The instructor's manual provides an introduction to the program, instructions on how to use it, strategies for the classroom and appendices. The language rules booklet provides a print version of the language rules in the software program.

System requirements: Windows 3.1 or later; 4 Mb RAM and 3.5 Mb hard disk space; colour or black and white monitor; CD-ROM drive optional; mouse required and printer recommended.

Audience: General
 ESL - provides practice in correcting common language errors.
 LD - clearly structured materials; provides practice in correcting common language errors at various levels.
 ID - clearly structured materials; provides practice in correcting common language errors at various levels.

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
									✓		✓

Year Recommended in Grade Collection: 1999

Supplier: *Advantage Learning Systems (Canada)*
 P.O. Box 220
 Aurora, ON L4G 3H3

Tel: (905) 726-8110 **Fax:** (905) 726-8119

Toll Free: 1-800-267-3189

Price: One Computer: \$249.00
 Five Computers: \$649.00
 Ten Computers: \$1200.00

ISBN/Order No: One Computer: PCWE1
 Five Computers: PCWE5
 Ten Computers: PCEW10

Copyright: 1997



Reading and Writing for Success

Author(s): Archer, L. et al.

General Description:

This comprehensive reading and writing resource consists of a student text and a teacher's manual. The student text provides strategies for reading short stories, poetry, drama, informational texts, news items and editorials. It also provides information, strategies and examples for paragraph, essay and technical writing. Includes a review of grammar and spelling rules, as well as strategies for oral and visual communications. The teacher's guide provides classroom strategies, teaching ideas and a variety of reproducible exercises, checklists and criteria for evaluating written and oral presentations.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
									✓		

Year Recommended in Grade Collection: 1999

Supplier: *Harcourt Canada Ltd.*
 School Division
 55 Horner Avenue
 Toronto, ON M8Z 4X6

Tel: (416) 255-4491 **Fax:** (416) 255-4046/6708

Toll Free: 1-800-387-7278

Web Address: www.harcourtcanada.com

Price: Student Text: \$19.95
 Teacher's Guide: \$29.95

ISBN/Order No: Student Text: 774701978
 Teacher's Guide: 774701986

Copyright: 1998



Scanning Television: Videos for Media Literacy in Class

General Description:

Media literacy resource consists of four one-hour videos that present 40 short clips of varying length and complexity. They can be presented by theme or set of issues, and viewed singly or in clusters. The accompanying comprehensive teacher's guide provides questions, activities and discussion and research topics for before, during and after viewing. Although organized to follow the recommended text *Mass Media and Popular Culture, Version 2*, the videos can be used independently.

Cautions:

Several excerpts deal with mature or sensitive issues and may be inappropriate for some students. Although the teacher's guide and the videos display a warning for those excerpts that contain sensitive material or coarse language, previewing by teachers is essential.

Audience: General
 Gifted - opportunities for extension ideas.

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
									✓		✓

Year Recommended in Grade Collection: 1999

Supplier: *B.C. Learning Connection Inc.*
 #4 - 8755 Ash Street
 Vancouver, BC V6P 6T3

Tel: (604) 324-7752 **Fax:** (604) 324-1844

Toll Free: 1-800-884-2366

Price: Videos: \$26.00 each
 Teacher's Guide: \$25.00

ISBN/Order No: Videos: LA0082 - LA0085
 Teacher's Guide: G4945

Copyright: 1996



The Senior Issues Collection: Voices of the First Nations

Author(s): Ahenakew, F. et al.

General Description:

This resource consists of a multi-genre anthology and an accompanying teacher's guide. The anthology features primarily First Nations authors and the topics range from historical to contemporary. The teacher's guide includes suggestions for: "Encouraging Independent Learning," "Supporting Research and Independent Study Projects," "Handling Sensitive and Controversial Issues" and "Promoting Anti-racist Education." Teachers may wish to augment this guide with additional activities that deal with literary forms.

Audience: General

Category: Student, Teacher Resource

Grade Level:

K/1	2/3	4	5	6	7	8	9	10	11	11A	12
									✓		

Year Recommended in Grade Collection: 2002

Supplier: *McGraw-Hill Ryerson Ltd. (Ontario)II*
300 Water Street
Whitby, ON L1N 9B6

Tel: (905) 430-5000 **Fax:** (905) 430-5020

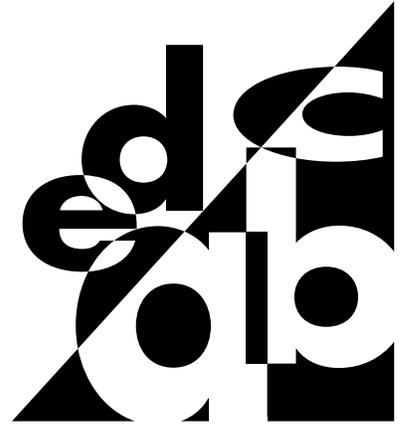
Toll Free: 1-800-565-5758 (orders)

Web Address: www.mcgrawhill.ca

Price: Student Text: \$17.47
Teacher's Guide: \$42.90

ISBN/Order No: Student Text: 0-07-551690-X
Teacher's Guide: 50-07-551691-8

Copyright: 1995



APPENDIX C

Cross-Curricular Interests

The three principles of learning stated in the introduction of this Integrated Resource Package (IRP) support the foundation of The Kindergarten to Grade 12 Education Plan. They have guided all aspects of the development of this document, including the curriculum outcomes, instructional strategies, assessment strategies, and learning resource evaluations.

In addition to these three principles, the Ministry of Education wants to ensure that education in British Columbia is relevant, equitable, and accessible to all learners. In order to meet the needs of all learners, the development of each component of this document has been guided by a series of cross-curricular reviews. This appendix outlines the key aspects of each of these reviews. The information here is intended to guide the users of this document as they engage in school and classroom organization and instructional planning and practice.

The areas of cross-curricular interest are:

- Applied Focus in Curriculum
- Career Development
- English as a Second Language (ESL)
- Environment and Sustainability
- Aboriginal Studies
- Gender Equity
- Information Technology
- Media Education
- Multiculturalism and Anti-Racism
- Science-Technology-Society
- Special Needs

APPLIED FOCUS IN CURRICULUM

An applied focus combines the following components in curriculum development, consistent with the nature of each subject area:

Learning Outcomes—expressed as observable, measurable, and reportable abilities or skills

Employability Skills—inclusion of outcomes or strategies that promote skills that will enable students to be successful in the workplace (e.g., literacy, numeracy, critical and creative thinking, problem solving, technology, and information management)

Contextual Learning—an emphasis on learning by doing; the use of abstract ideas and concepts, including theories, laws, principles, formulae, rules, or proofs in a practical context (e.g., home, workplace, community)

Interpersonal Skills—inclusion of strategies that promote co-operative activities and teamwork

Career Development—inclusion of appropriate connections to careers, occupations, entrepreneurship, or the workplace

An applied focus in all subjects and courses promotes the use of practical applications to demonstrate theoretical knowledge. Using real-world and workplace problems and situations as a context for the application of theory makes school more relevant to students' needs and goals. An applied focus strengthens the link between what students need to know to function effectively in the workplace or in postsecondary education and what they learn in Kindergarten through Grade 12.

Some examples of an applied focus in different subjects are:

English Language Arts—increasing emphasis on language used in everyday situations and in the workplace, such as for job interviews, memo and letter writing, word processing, and technical communications (including the ability to interpret technical reports, manuals, tables, charts, and graphics)

Mathematics—more emphasis on skills needed in the workplace, including knowledge of probability and statistics, logic, measurement theory, and problem solving

Science—more practical applications and hands-on experience of science, such as reducing energy waste in school or at home, caring for a plant or animal in the classroom, and using computers to produce tables and graphs and for spreadsheets

Business Education—more emphasis on real-world applications such as preparing résumés and personal portfolios, participating in groups to solve business communication problems, using computer software to keep records, and using technology to create and print marketing material

Visual Arts—applying visual arts skills to real-world design, problem solving, and communications; exploring career applications of visual arts skills; experimenting with a variety of new technologies to create images; and a new emphasis on creating and understanding images of social significance to the community

This summary is derived from *The Kindergarten to Grade 12 Education Plan* (September 1994), and curriculum documents from British Columbia and other jurisdictions.

CAREER DEVELOPMENT

Career development is an ongoing process through which learners integrate their personal, family, school, work, and community experiences to facilitate career and lifestyle choices.

Students develop:

- an open attitude toward a variety of occupations and types of work
- an understanding of the relationship between work and leisure, work and the family, and work and one's interests and abilities

- an understanding of the role of technology in the workplace and in daily life
- an understanding of the relationship between work and learning
- an understanding of the changes taking place in the economy, society, and the job market
- an ability to construct learning plans and reflect on the importance of lifelong learning
- an ability to prepare for multiple roles throughout life

The main emphases of career development are career awareness, career exploration, career preparation, career planning, and career work experience.

In the Primary Years

Career awareness promotes an open attitude toward a variety of career roles and types of work. Topics include:

- the role of work and leisure
- relationships among work, the family, one's personal interests, and one's abilities

A variety of careers can be highlighted through the use of in-class learning activities that focus on the students themselves and on a range of role models, including non-traditional role models.

In Grades 4 to 8

The emphasis on self-awareness and career awareness is continued. Topics include:

- interests, aptitudes, and possible future goals
- technology in the workplace and in our daily lives
- social, family, and economic changes
- future education options
- career clusters (careers that are related to one another)
- lifestyles
- external influences on decision making

Games, role-playing, drama, and appropriate community volunteer experience can be used to help students actively explore the world of work. Field experiences in which students observe and interview workers in their occupational environments may also be appropriate. These learning activities will facilitate the development of interpersonal communications and group problem-solving skills needed in the workplace and in other life situations.

In Grades 9 and 10

The emphasis is on providing students with opportunities to prepare for and make appropriate and realistic decisions. In developing their student learning plans, they will relate self-awareness to their goals and aspirations. They will also learn many basic skills and attitudes that are required for an effective transition into adulthood. This will assist in preparing them to be responsible and self-directed throughout their lives.

Topics include:

- entrepreneurial education
- employability skills (e.g., how to find and keep a job)
- the importance of lifelong education and career planning
- involvement in the community
- the many different roles that an individual can play throughout life
- the dynamics of the working world (e.g., unions, unemployment, supply and demand, Pacific Rim, free trade)

The examination of personal interests and skills through a variety of career exploration opportunities (e.g., job shadowing) is emphasized at this level. Group discussion and individual consultation can be used to help students examine and confirm their personal values and beliefs.

In Grades 11 and 12

Career development in these grades is focussed more specifically on issues related to the world of work. These include:

- dynamics of the changing work force and changing influences on the job market (e.g., developing technology and economic trends)
- job-keeping and advancement skills (interpersonal skills needed in the workplace, employment standards)
- occupational health issues and accessing health support services
- funding for further education
- alternative learning strategies and environments for different life stages
- mandatory work experience (minimum 30 hours)

Work Experience

Work experience provides students with opportunities to participate in a variety of workplace situations to help prepare them for the transition to a work environment.

Work experience also provides students with opportunities to:

- connect what they learn in school with the skills and knowledge needed in the workplace and society in general
- experience both theoretical and applied learning, which is part of a broad liberal education
- explore career directions identified in their Student Learning Plans

Descriptions of career development are drawn from the ministry's *Career Developer's Handbook, Guidelines for the Kindergarten to Grade 12 Education Plan, Implementation Resource, Part 1*, and the *Career and Personal Planning 8 to 12 IRP* (1997).

ENGLISH AS A SECOND LANGUAGE (ESL)

ESL assistance is provided to students whose use of English is sufficiently different from standard English to prevent them from reaching their potential. Many students learning English speak it quite fluently and seem to be proficient. School, however, demands a more sophisticated version of English, both in reading and writing. Thus even fluent speakers might require ESL to provide them with an appropriate language experience that is unavailable outside the classroom. ESL is a transitional service rather than a subject. Students are in the process of learning the language of instruction and, in many cases, the content matter of subjects appropriate to their grade level. Thus ESL does not have a specific curriculum. The provincial curriculum is the basis of much of the instruction and is used to teach English as well as individual subject areas. It is the methodology, the focus, and the level of engagement with the curriculum that differentiates ESL services from other school activities.

Students in ESL

Nearly 10% of the British Columbia school population is designated as ESL students. These students come from a diversity of backgrounds. Most are recent immigrants to British Columbia. Some are Canadian-born but have not had the opportunity to learn English before entering the primary grades. The majority of ESL students have a well-developed language system and have had similar schooling to that of British Columbia-educated students. A small number, because of previous experiences, are in need of basic support such as literacy training, academic upgrading, and trauma counselling.

Teachers may have ESL students at any level in their classes. Many ESL students are placed in subject-area classes primarily for the purpose of contact with English-speaking peers and experience with the subject and language. Other ESL students are wholly integrated into subject areas. A successful integration takes place when the student has reached a level of English proficiency and background knowledge in a subject to be successful with a minimum of extra support.

Optimum Learning Environment

The guiding principle for ESL support is the provision of a learning environment where the language and concepts can be understood by students.

Good practices to enhance learning include:

- using real objects and simple language at the beginning level
- taking into consideration other cultural backgrounds and learning styles at any level
- providing adapted (language-reduced) learning materials
- respecting a student's "silent period" when expression does not reflect the level of comprehension
- allowing students to practise and internalize information before giving detailed answers
- differentiating between form and content in student writing
- keeping in mind the level of demand placed on students

This summary is drawn from *Supporting Learners of English: Information for School and District Administrators*, RB0032, 1993, and *ESL Policy Discussion Paper (Draft)*, Social Equity Branch, December 1994.

ENVIRONMENT AND SUSTAINABILITY

Environmental education is defined as a way of understanding how humans are part of and influence the environment. It involves:

- students learning about their connections to the natural environment through all subjects
- students having direct experiences in the environment, both natural and human-built
- students making decisions about and acting for the environment

The term *sustainability* helps to describe societies that “promote diversity and do not compromise the natural world for any species in the future.”

Value of Integrating Environment and Sustainability Themes

Integrating “environment and sustainability” themes into the curriculum helps students develop a responsible attitude toward caring for the earth. Students are provided with opportunities to identify their beliefs and opinions, reflect on a range of views, and ultimately make informed and responsible choices.

Some guiding principles that support the integration of “environment and sustainability” themes in subjects from Kindergarten to Grade 12 include:

- Direct experience is the basis of learning.
- Responsible action is integral to, and a consequence of, environmental education.
- Life on Earth depends on, and is part of, complex systems.
- Human decisions and actions have environmental consequences.
- Environmental awareness enables students to develop an aesthetic appreciation of the environment.

- The study of the environment enables students to develop an environmental ethic.

This summary is derived from *Environmental Concepts in the Classroom: A Guide for Teachers*, Ministry of Education, 1995.

ABORIGINAL STUDIES

Aboriginal studies focus on the richness and diversity of Aboriginal cultures and languages. These cultures and languages are examined within their own unique contexts and within historical, contemporary, and future realities. Aboriginal studies are based on a holistic perspective that integrates the past, present, and future. Aboriginal peoples are the original inhabitants of North America and live in sophisticated, organized, and self-sufficient societies. The First Nations constitute a cultural mosaic as rich and diverse as that of Western Europe, including different cultural groups (e.g., Nisga’a, KwaKwaka’Wakw, Nlaka’pamux, Secwepemc, Skomish, Tsimshian). Each is unique and has a reason to be featured in the school system. The First Nations of British Columbia constitute an important part of the historical and contemporary fabric of the province.

Value of Integrating Aboriginal Studies

- First Nations values and beliefs are durable and relevant today.
- There is a need to validate and substantiate First Nations identity.
- First Nations peoples have strong, dynamic, and evolving cultures that have adapted to changing world events and trends.
- There is a need to understand similarities and differences among cultures to create tolerance, acceptance, and mutual respect.

- There is a need for informed, reasonable discussion and decision making regarding First Nations issues, based on accurate information (for example, as modern treaties are negotiated by Canada, British Columbia, and First Nations).

In studying First Nations, it is expected that students will:

- demonstrate an understanding and appreciation for the values, customs, and traditions of First Nations peoples
- demonstrate an understanding of and appreciation for unique First Nations communications systems
- demonstrate a recognition of the importance of the relationship between First Nations peoples and the natural world
- recognize dimensions of First Nations art as a total cultural expression
- give examples of the diversity and functioning of the social, economic, and political systems of First Nations peoples in traditional and contemporary contexts
- describe the evolution of human rights and freedoms as they pertain to First Nations peoples

Some examples of curriculum integration include:

Visual Arts—comparing the artistic styles of two or more First Nations cultures

English Language Arts—analysing portrayals and images of First Nations peoples in various works of literature

Home Economics—identifying forms of food, clothing, and shelter in past and contemporary First Nations cultures

Technology Education—describing the sophistication of traditional First Nations technologies (e.g., bentwood or kerfed boxes, weaving, fishing gear)

Physical Education—participating in and developing an appreciation for First Nations games and dances

This summary is derived from *First Nations Studies: Curriculum Assessment Framework (Primary Through Graduation)*, Aboriginal Education Branch, 1992, and *B.C. First Nations Studies 12 Curriculum*, Aboriginal Education Branch, 1994.

GENDER EQUITY

Gender-equitable education involves the inclusion of the experiences, perceptions, and perspectives of girls and women, as well as boys and men, in all aspects of education. It will initially focus on girls in order to redress historical inequities. Generally, the inclusive strategies, which promote the participation of girls, also reach boys who are excluded by more traditional teaching styles and curriculum content.

Principles of Gender Equity in Education

- All students have the right to a learning environment that is gender equitable.
- All education programs and career decisions should be based on a student's interest and ability, regardless of gender.
- Gender equity incorporates a consideration of social class, culture, ethnicity, religion, sexual orientation, and age.
- Gender equity requires sensitivity, determination, commitment, and vigilance over time.
- The foundation of gender equity is co-operation and collaboration among students, educators, education organizations, families, and members of communities.

General Strategies for Gender-Equitable Teaching

- Be committed to learning about and practising equitable teaching.
- Use gender-specific terms to market opportunities—for example, if a technology fair has been designed to appeal to girls, mention girls clearly and specifically. Many girls assume that gender-neutral language in non-traditional fields means boys.
- Modify content, teaching style, and assessment practices to make non-traditional subjects more relevant and interesting for female and male students.
- Highlight the social aspects and usefulness of activities, skills, and knowledge.
- Comments received from female students suggest that they particularly enjoy integrative thinking; understanding context as well as facts; and exploring social, moral, and environmental impacts of decisions.
- When establishing relevance of material, consider the different interests and life experiences that girls and boys may have.
- Choose a variety of instructional strategies such as co-operative and collaborative work in small groups, opportunities for safe risk taking, hands-on work, and opportunities to integrate knowledge and skills (e.g., science and communication).
- Provide specific strategies, special opportunities, and resources to encourage students to excel in areas of study in which they are typically under-represented.
- Design lessons to explore many perspectives and to use different sources of information; refer to female and male experts.
- Manage competitiveness in the classroom, particularly in areas where male students typically excel.

- Watch for biases (e.g., in behaviour or learning resources) and teach students strategies to recognize and work to eliminate inequities they observe.
- Be aware of accepted gender-bias practices in physical activity (e.g., in team sport, funding for athletes, and choices in physical education programs).
- Do not assume that all students are heterosexual.
- Share information and build a network of colleagues with a strong commitment to equity.
- Model non-biased behaviour: use inclusive, parallel, or gender-sensitive language; question and coach male and female students with the same frequency, specificity, and depth; allow quiet students sufficient time to respond to questions.
- Have colleagues familiar with common gender biases observe your teaching and discuss any potential bias they may observe.
- Be consistent over time.

This summary is derived from the preliminary *Report of the Gender Equity Advisory Committee*, received by the Ministry of Education in February 1994, and from a review of related material.

INFORMATION TECHNOLOGY

Information technology is the use of tools and electronic devices that allow us to create, explore, transform, and express information.

Value of Integrating Information Technology

As Canada moves from an agricultural and industrial economy to the information age, students must develop new knowledge, skills, and attitudes. The information technology curriculum has been developed to be integrated into all new curricula to ensure that students know how to use computers and gain the technological literacy demanded in the workplace.

In learning about information technology, students acquire skills in information analysis and evaluation, word processing, database analysis, information management, graphics, and multimedia applications. Students also identify ethical and social issues arising from the use of information technology.

With information technology integrated into the curriculum, students will be expected to:

- demonstrate basic skills in handling information technology tools
- demonstrate an understanding of information technology structure and concepts
- relate information technology to personal and social issues
- define a problem and develop strategies for solving it
- apply search criteria to locate or send information
- transfer information from external sources
- evaluate information for authenticity and relevance
- arrange information in different patterns to create new meaning
- modify, revise, and transform information
- apply principles of design affecting the appearance of information
- deliver a message to an audience using information technology

The curriculum organizers are:

- **Foundations**—provides the basic physical skills and intellectual and personal understanding required to use information technology, as well as self-directed learning skills and socially responsible attitudes
- **Process**—allows students to select, organize, and modify information to solve problems

- **Presentation**—provides students with an understanding of how to communicate ideas effectively using a variety of information technology tools

This information is derived from the Information Technology K to 12 curriculum.

MEDIA EDUCATION

Media education is a multidisciplinary and interdisciplinary approach to the study of media. Media education deals with key media concepts and focusses on broad issues such as the history and role of media in different societies and the social, political, economic, and cultural issues related to the media. Instead of addressing the concepts in depth, as one would in media studies, media education deals with most of the central media concepts as they relate to a variety of subjects.

Value of Integrating Media Education

Popular music, TV, film, radio, magazines, computer games, and information services—all supplying media messages—are pervasive in the lives of students today. Media education develops students' abilities to think critically and independently about issues that affect them. Media education encourages students to identify and examine the values contained in media messages. It also cultivates the understanding that these messages are produced by others to inform, persuade, and entertain for a variety of purposes. Media education helps students understand the distortions that may result from the use of particular media practices and techniques.

All curriculum areas provide learning opportunities for media education. It is not taught as a separate curriculum.

The key themes of media education are:

- media products (purpose, values, representation, codes, conventions, characteristics, production)
- audience interpretation and influence (interpretation, influence of media on audience, influence of audience on media)
- media and society (control, scope)

Examples of curriculum integration include:

English Language Arts—critiquing advertising and examining viewpoints

Visual Arts—analysing the appeal of an image by age, gender, status, and other characteristics of the target audience

Personal Planning—examining the influence of the media on body concepts and healthy lifestyle choices

Drama—critically viewing professional and amateur theatre productions, dramatic films, and television programs to identify purpose

Social Studies—comparing the depiction of First Nations in the media over time

This summary is derived from *A Cross-Curricular Planning Guide for Media Education*, prepared by the Canadian Association for Media Education for the Curriculum Branch in 1994.

MULTICULTURALISM AND ANTI-RACISM EDUCATION

Multiculturalism Education

Multiculturalism education stresses the promotion of understanding, respect, and acceptance of cultural diversity within our society.

Multiculturalism education involves:

- recognizing that everyone belongs to a cultural group
- accepting and appreciating cultural diversity as a positive feature of our society

- affirming that all ethnocultural groups are equal within our society
- understanding that multiculturalism education is for all students
- recognizing that similarities across cultures are much greater than differences and that cultural pluralism is a positive aspect in our society
- affirming and enhancing self-esteem through pride in heritage, and providing opportunities for individuals to appreciate the cultural heritage of others
- promoting cross-cultural understanding, citizenship, and racial harmony

Anti-Racism Education

Anti-racism education promotes the elimination of racism through identifying and changing institutional policies and practices as well as identifying individual attitudes and behaviours that contribute to racism.

Anti-racism education involves:

- proposing the need to reflect on one's own attitudes about race and anti-racism
- understanding what causes racism in order to achieve equality
- identifying and addressing racism at both the personal and institutional level
- acknowledging the need to take individual responsibility for eliminating racism
- working toward removing systemic barriers that marginalize groups of people
- providing opportunities for individuals to take action to eliminate all forms of racism, including stereotypes, prejudice, and discrimination

Value of Integrating Multiculturalism and Anti-Racism Education

Multiculturalism and anti-racism education provides learning experiences that promote strength through diversity and social,

economic, political, and cultural equity. Multiculturalism and anti-racism education gives students learning experiences that are intended to enhance their social, emotional, aesthetic, artistic, physical, and intellectual development. It provides learners with the tools of social literacy and skills for effective cross-cultural interaction with diverse cultures. It also recognizes the importance of collaboration between students, parents, educators, and communities working toward social justice in the education system.

The key goals of multiculturalism and anti-racism education are:

- to enhance understanding of and respect for cultural diversity
- to increase creative intercultural communication in a pluralistic society
- to provide equal opportunities for educational achievement by all learners, regardless of culture, national origin, religion, or social class
- to develop self-worth, respect for oneself and others, and social responsibility
- to combat and eliminate stereotyping, prejudice, discrimination, and other forms of racism
- to include the experiences of all students in school curricula

Examples of curriculum integration include:

Fine Arts—identifying ways in which the fine arts portray cultural experiences

Humanities—identifying similarities and differences within cultural groups' lifestyles, histories, values, and beliefs

Mathematics or Science—recognizing that individuals and cultural groups have used both diverse and common methods to compute, to record numerical facts, and to measure

Physical Education—developing an appreciation of games and dances from diverse cultural groups

This summary is derived from *Multicultural and Anti-Racism Education—Planning Guide (Draft)*, developed by the Social Equity Branch in 1994.

SCIENCE-TECHNOLOGY-SOCIETY

Science-Technology-Society (STS) addresses our understanding of inventions and discoveries and of how science and technology affect the well-being of individuals and our global society.

The study of STS includes:

- the contributions of technology to scientific knowledge and vice versa
- the notion that science and technology are expressions of history, culture, and a range of personal factors
- the processes of science and technology such as experimentation, innovation, and invention
- the development of a conscious awareness of ethics, choices, and participation in science and technology

Value of Integrating STS

The aim of STS is to enable learners to investigate, analyse, understand, and experience the dynamic interconnection of science, technology, and human and natural systems.

The study of STS in a variety of subjects gives students opportunities to:

- discover knowledge and develop skills to foster critical and responsive attitudes toward innovation
- apply tools, processes, and strategies for actively challenging emerging issues
- identify and consider the evolution of scientific discovery, technological change, and human understanding over time, in the context of many societal and individual factors

- develop a conscious awareness of personal values, decisions, and responsible actions about science and technology
- explore scientific processes and technological solutions
- contribute to responsible and creative solutions using science and technology

The organizing principles of STS are: Human and Natural Systems, Inventions and Discoveries, Tools and Processes, Society and Change. Each organizer may be developed through a variety of contexts, such as the economy, the environment, ethics, social structures, culture, politics, and education. Each context provides a unique perspective for exploring the critical relationships that exist and the challenges we face as individuals and as a global society.

Examples of curriculum integration include:

Visual Arts—recognizing that demands generated by visual artists have led to the development of new technologies and processes (e.g., new permanent pigments, fritted glazes, drawing instruments)

English Language Arts—analysing the recent influence of technologies on listening, speaking, and writing (e.g., CDs, voice mail, computer-generated speech)

Physical Education—studying how technology has affected our understanding of the relationship between activity and well-being

This summary is derived from *Science-Technology-Society—A Conceptual Framework*, Curriculum Branch, 1994.

SPECIAL NEEDS

Students with special needs have disabilities of an intellectual, physical, sensory, emotional, or behavioural nature; or have learning disabilities; or have exceptional gifts or talents.

All students can benefit from an inclusive learning environment that is enriched by the diversity of the people within it. Opportunities for success are enhanced when provincial learning outcomes and resources are developed with regard for a wide range of student needs, learning styles, and modes of expression.

Educators can assist in creating more inclusive learning environments by introducing the following:

- activities that focus on development and mastery of foundational skills (basic literacy)
- a range of co-operative learning activities and experiences in the school and community, including the application of practical, hands-on skills in a variety of settings
- references to specialized learning resources, equipment, and technology
- ways to accommodate special needs (e.g., incorporating adaptations and extensions to content, process, product, pacing, and learning environment; suggesting alternative methodologies or strategies; making references to special services)
- a variety of ways, other than through paper-and-pencil tasks, for students to demonstrate learning (e.g., dramatizing events to demonstrate understanding of a poem, recording observations in science by drawing or by composing and performing a music piece)
- promotion of the capabilities and contributions of children and adults with special needs
- participation in physical activity

All students can work toward achievement of the provincial learning outcomes. Many students with special needs learn what all students are expected to learn. In some cases

the student's needs and abilities require that education programs be adapted or modified. A student's program may include regular instruction in some subjects, modified instruction in others, and adapted instruction in still others. Adaptations and modifications are specified in the student's Individual Education Plan (IEP).

Adapted Programs

An adapted program addresses the learning outcomes of the prescribed curriculum but provides adaptations so the student can participate in the program. These adaptations may include alternative formats for resources (e.g., braille, books-on-tape), instructional strategies (e.g., use of interpreters, visual cues, learning aids), and assessment procedures (e.g., oral exams, additional time). Adaptations may also be made in areas such as skill sequence, pacing, methodology, materials, technology, equipment, services, and setting. Students on adapted programs are assessed using the curriculum standards and can receive full credit.

Modified Programs

A modified program has learning outcomes that are substantially different from the prescribed curriculum and specifically selected to meet the student's special needs. For example, a Grade 5 student in language arts may be working on recognizing common signs and using the telephone, or a secondary student could be mapping the key features of the main street between school and home. A student on a modified program is assessed in relation to the goals and objectives established in the student's IEP.



APPENDIX D

Assessment and Evaluation

Prescribed learning outcomes, expressed in observable terms, provide the basis for the development of learning activities, and assessment and evaluation strategies. After a general discussion of assessment and evaluation, this appendix uses sample evaluation plans to show how activities, assessment, and evaluation might come together in a particular communications program.

ASSESSMENT AND EVALUATION

Assessment is the systematic gathering of information about what students know, are able to do, and are working toward.

Assessment methods and tools include: observation, student self-assessments, daily practice assignments, quizzes, samples of student work, pencil-and-paper tests, holistic rating scales, projects, oral and written reports, performance reviews, and portfolio assessments.

Student performance is evaluated from the information collected through assessment activities. Teachers use their insight, knowledge about learning, and experience with students, along with the specific criteria they establish, to make judgments about student performance in relation to prescribed learning outcomes.

Students benefit most when evaluation is provided on a regular, ongoing basis. When evaluation is seen as an opportunity to promote learning rather than as a final judgment, it shows learners their strengths and suggests how they can develop further. Students can use this information to redirect efforts, make plans, and establish future learning goals.

Evaluation may take different forms, depending on the purpose.

- Criterion-referenced evaluation should be used to evaluate student performance in classrooms. It is referenced to criteria based on learning outcomes described in the provincial curriculum. The criteria reflect a student's performance based on specific learning activities. When a student's program is substantially modified, evaluation may be referenced to individual goals. These modifications are recorded in an Individual Education Plan (IEP).
- Norm-referenced evaluation is used for large-scale system assessments; it is not to be used for classroom assessment. A classroom does not provide a large enough reference group for a norm-referenced evaluation system. Norm-referenced evaluation compares student achievement to that of others rather than comparing how well a student meets the criteria of a specified set of learning outcomes.

CRITERION-REFERENCED EVALUATION

In criterion-referenced evaluation, a student's performance is compared to established criteria rather than to the performance of other students. Evaluation referenced to prescribed curriculum requires that criteria are established based on the learning outcomes listed under the curriculum organizers for the subject.

Criteria are the basis of evaluating student progress; they identify the critical aspects of a performance or a product that describe in specific terms what is involved in meeting the learning outcomes. Criteria can be used to evaluate student performance in relation to learning outcomes. For example, weighting criteria, using rating scales, or performance rubrics (reference sets) are three ways that student performance can be evaluated using criteria.

Samples of student performance should reflect learning outcomes and identified criteria. The samples clarify and make explicit the link between evaluation and learning outcomes, criteria, and assessment.

Where a student's performance is not a product, and therefore not reproducible, a description of the performance sample should be provided.

Criterion-referenced evaluation may be based on these steps:

- Step 1** ▶ Identify the expected learning outcomes (as stated in this Integrated Resource Package).
- Step 2** ▶ Identify the key learning objectives for instruction and learning.
- Step 3** ▶ Establish and set criteria. Involve students, when appropriate, in establishing criteria.
- Step 4** ▶ Plan learning activities that will help students gain the knowledge or skills outlined in the criteria.
- Step 5** ▶ Prior to the learning activity, inform students of the criteria against which their work will be evaluated.
- Step 6** ▶ Provide examples of the desired levels of performance.
- Step 7** ▶ Implement the learning activities.
- Step 8** ▶ Use various assessment methods based on the particular assignment and student.
- Step 9** ▶ Review the assessment data and evaluate each student's level of performance or quality of work in relation to criteria.
- Step 10** ▶ Where appropriate or necessary, assign a letter grade that indicates how well the criteria are met.
- Step 11** ▶ Report the results of the evaluations to students and parents.



APPENDIX D

Assessment and Evaluation Samples

The samples in this section show how a teacher might link criteria to learning outcomes. Each sample is based on prescribed learning outcomes taken from one or more organizers. The samples provide background information to explain the classroom context; suggested instruction tasks and strategies; the tools and methods used to gather assessment information; and the criteria used to evaluate student performance.

HOW THE SAMPLES ARE ORGANIZED

There are five parts to each sample:

- identification of the prescribed learning outcomes
- overview
- planning for assessment and evaluation
- defining the criteria
- assessing and evaluating student performance

Prescribed Learning Outcomes

This part identifies the organizer or organizers and the specific prescribed learning outcomes selected for the sample.

Overview

This is a summary of the key features of the sample.

Planning for Assessment and Evaluation

This part outlines:

- background information to explain the classroom context
- instructional tasks
- the opportunities that students were given to practise learning
- the feedback and support that was offered students by the teacher
- the ways in which the teacher prepared students for the assessment

Defining the Criteria

This part illustrates the specific criteria, which are based on prescribed learning outcomes, the assessment task, and various reference sets.

Assessing and Evaluating Student Performance

This part includes:

- assessment tasks or activities
- the support that the teacher offered students
- tools and methods used to gather the assessment information
- the way the criteria were used to evaluate the student performance

EVALUATION SAMPLES

The samples on the following pages illustrate how a teacher might apply criterion-referenced evaluation in Communications 11 and 12.

- Sample 1: Grade 11
Issues Facing Us Today
(Page D-8)
- Sample 2: Grade 11
Writers' Workshop
(Page D-16)
- Sample 3: Grade 12
Of Mice and Men
(Page D-22)
- Sample 4: Grade 12
Communicating in the Workplace
(Page D-28)

▼ **SAMPLE 1: GRADE 11**

Topic: *Issues Facing Us Today*

Prescribed Learning Outcomes:

Comprehend and Respond (Comprehension)

It is expected that students will:

- demonstrate the ability to read for a variety of purposes
- organize oral, written, or visual information into a variety of written and graphic forms

Comprehend and Respond (Engagement and Personal Response)

It is expected that students will:

- demonstrate willingness to reassess their understanding of a topic on the basis of responses from others and new information and experiences
- develop and defend a point of view using evidence from work they have read, heard, or viewed

Comprehend and Respond (Critical Analysis)

It is expected that students will:

- compare different sources of information on the same topic

Communicate Ideas and Information (Knowledge of Language)

It is expected that students will:

- apply capitalization, spelling, and punctuation conventions and standard grammatical structures

Communicate Ideas and Information (Improving Communications)

It is expected that students will:

- use appropriate criteria to critique their own and others' ideas, use of language, and presentation forms relative to purpose and audience

Communicate Ideas and Information (Presenting and Valuing)

It is expected that students will:

- create clear and appealing oral, written, and visual presentations using a variety of tools and techniques

Self and Society (Working Together)

It is expected that students will:

- demonstrate respect for others' viewpoints when working collaboratively

OVERVIEW

This unit involved students in a series of activities using readings (stories, articles, poems) and media productions (movies and documentaries) to explore social issues.

Evaluation was based on:

- speaking and listening in small-group discussions
- response journals
- personal perspective articles
- verbal/visual compositions
- oral presentations

PLANNING FOR ASSESSMENT AND EVALUATION

- The unit began with students as a whole class brainstorming and listing some of the major issues that face society today. The teacher selected two issues from the list for which poems, stories, articles, and media

productions were available. Each student chose another issue from the list to work on independently.

- The teacher and class then discussed what it means to speak and listen well in a small group. From this discussion, they generated criteria for small-group speaking and listening skills. Throughout the unit, students wrote reflectively on their speaking and listening abilities after each small-group activity. The teacher collected these reflections and considered them when evaluating students.
- The teacher presented lessons using poems, articles, stories, and media productions which focussed on the two issues. Students wrote response-journal entries for each selection and added to their responses following class discussions. The teacher often used a focus question to assist students in their responses. Before they began writing in their response journals, students as a class determined the criteria for an effective response-journal entry. They refined these criteria after some writing was completed. The teacher collected students' response journals from time to time to assess students' progress and provide feedback.
- During the unit, students worked in small groups to discuss their reactions to the selections and to share their insights on the issue based on their response writing. They drew on the ideas in their response journals to discuss what they had read or viewed, first in small student-led groups and then as a class.
- Students then began preparing their personal perspective articles on one of the teacher-chosen issues. They began by analysing articles from various sources to

learn more about the style and construction of an article written from a personal perspective. Students chose from a range of writing formats, including columns, editorials, and letters to the editor. When they had completed their personal perspective articles, they worked together to edit and proofread them.

- As a concluding activity for the unit, students prepared verbal/visual compositions depicting their individually chosen issues. The class discussed the characteristics of an effective verbal/visual composition and then defined criteria for evaluation. Each student made a short oral presentation to the class explaining her or his visual and how it represented the issue chosen. The criteria for the oral presentation was also determined by the class.

DEFINING THE CRITERIA

The teacher reviewed with students the learning outcomes for these activities and explained the requirements of each task. The teacher and students decided that the following key criteria should be demonstrated in the assigned tasks.

Speaking and Listening in a Small-Group Discussion

- voice easily heard and understood
- works comfortably with the group and helps develop and sustain the group's interactions
- takes turns and listens to others' viewpoints
- offers clarification, elaboration, explanation, feedback, suggestions, and questions
- uses polite, tentative, and inclusive language

Response Journal

- makes thoughtful connections between personal experience, other selections, and the selections read or viewed
- includes specific references to selections
- revisits and revises original responses
- explores more than one interpretation and considers diverse perspectives

Personal Perspective Article

- clear and thoughtful presentation of personal perspective on the issue
- well-organized structure, appropriate to chosen format
- includes a variety of sentences and accurate vocabulary
- mechanically correct

Verbal/Visual Composition

- five to ten visuals effectively convey the essence of the issue
- five statements effectively summarize the causes or effects of the issue and possible solutions
- composition as a whole clearly presents the issues, possible causes, effects, and solutions
- overall design is attractive and includes a title, effective spacing, and clear arrangement of items

Oral Presentation

- explains the issue clearly
- speaks in an audible and modulated voice
- attempts to involve participants by inviting questions and comments; attempts to answer questions
- refers to visual as needed during presentation

ASSESSING AND EVALUATING STUDENT PERFORMANCE

The teacher and students used rating scales to evaluate student performance.

Speaking and Listening in a Small-Group Discussion

Criteria	Rating	Comments
• voice easily heard and understood	5 4 3 2 1 0	
• works comfortably with the group and helps develop and sustain the group's interaction	5 4 3 2 1 0	
• takes turns and listens to others' viewpoints	5 4 3 2 1 0	
• offers clarification, elaboration, explanation, feedback, suggestions, and questions	5 4 3 2 1 0	
• uses polite, tentative, and inclusive language demonstrating respect	5 4 3 2 1 0	

- Key:** 5–Excellent
 4–Good
 3–Satisfactory
 2–Developing
 1–Unsatisfactory
 0–No Effort Made

Response Journal

Rating	Criteria
Outstanding	<ul style="list-style-type: none"> • personal, innovative, and thoughtful responses make connections with previous knowledge and experience as well as with other selections • provides specific evidence that demonstrates close familiarity with and understanding of selections • shows evidence of reflecting on and revising initial responses • fully explores different interpretations and considers diverse perspectives
Very Good	<ul style="list-style-type: none"> • personal and thoughtful responses make connections with previous knowledge and experience as well as with other selections • provides specific evidence that demonstrates familiarity with and understanding of selections • usually shows evidence of reflecting on and revising initial responses • explores more than one interpretation and considers diverse perspectives
Good	<ul style="list-style-type: none"> • personal and generally thoughtful responses often make connections with previous knowledge and experience as well as with other selections • provides some specific evidence that demonstrates familiarity with and understanding of selections • may show evidence of reflecting on and revising initial responses • explores more than one interpretation and considers diverse perspectives
Satisfactory	<ul style="list-style-type: none"> • personal and sometimes thoughtful responses may make connections with previous knowledge and experience as well as with other selections • may provide some specific evidence that demonstrates familiarity with and understanding of selections • may show evidence of reflecting on initial responses, but rarely revises them • may show evidence of exploring more than one interpretation and considering diverse perspectives
Minimally Acceptable	<ul style="list-style-type: none"> • personal responses may make connections with previous knowledge and experience as well as with other selections • provides limited evidence that demonstrates familiarity with and understanding of selections • generally does not revisit initial responses • shows little evidence of exploration of other interpretations or perspectives
In Progress/ Failure	<ul style="list-style-type: none"> • extremely limited and unclear responses seldom demonstrate evidence of meeting the criteria; or no response attempted

Personal Perspective Article

Rating	Criteria
Outstanding	<ul style="list-style-type: none"> • engaging, thoughtful presentation of a personal perspective on the issue • coherent and logical structure using appropriate format • point of view supported by specific references to material presented in class • variety of sentences and accurate vocabulary • mechanically correct; few surface feature errors
Very Good	<ul style="list-style-type: none"> • clear and thoughtful presentation of a personal perspective on the issue • logical structure and clear format • point of view supported by specific references to material presented in class • some sentence variety and accurate vocabulary • mechanically sound; occasional surface feature errors
Good	<ul style="list-style-type: none"> • reasonably clear and thoughtful presentation of a personal perspective on the issue • obvious attempt at structuring and organizing • point of view supported by some references to material presented in class • clear sentences and reasonable vocabulary • generally sound mechanics; surface errors not intrusive
Satisfactory	<ul style="list-style-type: none"> • generally easy-to-read presentation of a personal perspective on the issue • acceptable organization and structure • some support for point of view from material presented in class • straightforward vocabulary and basic sentence structure • some mechanical errors may occasionally impede meaning
Minimally Acceptable	<ul style="list-style-type: none"> • limited attempt at presenting a personal perspective on the issue • evidence of some organization • limited support for point of view from material presented in class • unsophisticated and, at times, inappropriate vocabulary, with simple sentences lacking in variety • mechanical errors may distract readers
In Progress/ Failure	<ul style="list-style-type: none"> • extremely limited presentation of a personal perspective on the issue • no clear structure • point of view unsupported • inaccurate vocabulary; many sentence errors • pervasive mechanical errors • no punctuation attempted

Verbal/Visual Composition

Criteria	Rating	Comments
<ul style="list-style-type: none"> • five to ten visuals effectively convey the essence of the issue 	5 4 3 2 1 0	
<ul style="list-style-type: none"> • five statements effectively summarize the causes, effects, and possible solutions to the issue 	5 4 3 2 1 0	
<ul style="list-style-type: none"> • composition as a whole clearly presents the issue, causes, effects, and possible solutions 	5 4 3 2 1 0	
<ul style="list-style-type: none"> • overall design is attractive and includes a title, effective spacing, and clear arrangement of items 	5 4 3 2 1 0	

- Key:** 5–Excellent
 4–Good
 3–Satisfactory
 2–Developing
 1–Unsatisfactory
 0–No Effort Made

Oral Presentation

Criteria	Rating	Comments
• explanation of issue is clear and easy to follow	5 4 3 2 1 0	
• voice is audible and modulated	5 4 3 2 1 0	
• involves participants by inviting questions and comments; attempts to answer questions	5 4 3 2 1 0	
• refers to visual as needed during presentation	5 4 3 2 1 0	

- Key:** 5–Excellent
 4–Good
 3–Satisfactory
 2–Developing
 1–Unsatisfactory
 0–No Effort Made

▼ **SAMPLE 2: GRADE 11**

Topic: *Writers' Workshop*

Prescribed Learning Outcomes:

***Communicate Ideas and Information
(Knowledge of Language)***

It is expected that students will:

- apply capitalization, spelling, and punctuation conventions and standard grammatical structures
- demonstrate the ability to write for a variety of audiences and purposes
- use a variety of computer programs to create and edit their presentations
- demonstrate awareness of language conventions used in the workplace

***Communicate Ideas and Information
(Composing and Creating)***

It is expected that students will:

- identify purpose and audience for their presentations
- create original presentations in a variety of formats
- use a range of common communication forms including business and personal letters, memos, and reports

***Communicate Ideas and Information
(Improving Communications)***

It is expected that students will:

- use appropriate criteria to critique their own and others' ideas, use of language, and presentation forms relative to purpose and audience

***Communicate Ideas and Information
(Presenting and Valuing)***

It is expected that students will:

- create clear and appealing oral, written, and visual presentations using a variety of tools and techniques
- demonstrate pride, satisfaction, and confidence in their ability to communicate in a variety of formal and informal contexts, including workplace contexts

Self and Society (Personal Awareness)

It is expected that students will:

- establish goals and plans for language learning based on achievement, needs, and interests

OVERVIEW

The Writers' Workshop approach involved students in a series of writing activities throughout a term. Evaluation was based on:

- writing portfolios that included a coat of arms, a motto, and several multi-paragraph compositions
- letters
- movie reviews

PLANNING FOR ASSESSMENT AND EVALUATION

- At the beginning of the term, the teacher presented an overview of the Writers' Workshop. Together, the class decided to devote one day per week to the Writers' Workshop to practise and develop their writing skills. The teacher then talked about portfolios and told students that all their writings from the workshop would go into a writing portfolio for evaluation. They decided to focus on the development of personal writing skills in short, multi-paragraph compositions.

- The teacher and students generated criteria for an effective portfolio. Each student then made a personal three-sided pocket portfolio and designed a personal coat of arms, complete with a motto, to decorate it.
- The teacher began the second lesson with a brainstorming activity to generate a list of required assignments. For the portfolio, these included descriptive, expository, and narrative multi-paragraph compositions. Other assignments included letters, both informal and formal, and individual movie reviews.
- The remaining Writers' Workshop sessions took the following format. Each began with a mini-lesson on a specific type of writing or a specific product, or with a review of correct usage. The teacher then checked to see that each student had a writing project to work on. Students were given time to write, edit, and proofread while the teacher moved through the classroom, conferring with them. At the end of each session, several students shared something from their writing.
- In one lesson, the teacher introduced students to standard letter format, and the class discussed the different characteristics of formal and informal letters. The teacher showed samples of business letters, pointing out the format and criteria of effective business letters. Each student then decided on two letter-writing tasks, one requiring a formal letter and the other a letter to a friend or relative. Students wrote their letters as part of their Writers' Workshop tasks.
- During the term, the teacher showed a movie. Before viewing the movie, the teacher conducted a lesson on what

reviewers look for when watching a film and used examples to point out the style, format, and content of movie reviews. Students used this information to generate criteria for an effective movie review. After watching the movie, students formed groups and discussed what they had seen. Each student used the ideas generated during these discussions to write a movie review.

- Toward the end of the term, the class reviewed the criteria for an effective portfolio. Students reviewed their portfolios and exchanged them with peers for review and comments before submitting them. The teacher considered the portfolio contents, review comments, and self-evaluation when evaluating each student's work.

DEFINING THE CRITERIA

Portfolio

- overall, considerable effort has been put into the portfolio (creativity, risk taking, thoroughness of revisions, quality, and quantity)
- submissions are engaging and well written
- reflections are insightful
- all requirements have been completed
- presentation is neat, organized, and attractive

Letters

- appropriate and accurate format
- content and language are appropriate for audience and purpose
- purpose is clearly identified
- body of letter is well structured; includes at least two paragraphs
- appropriate salutation and closing

Movie Review

- engaging introduction that captures the essence of the reviewer’s response to the film
- concise summary of the plot; does not reveal too much
- insightful evaluation of the film’s purpose and the actors’ performances
- thoughtful analysis of lighting, cinematography, and music
- thoughtful and varied connections made between this film and other similar films

Portfolio

Rating	Criteria
<p>A</p>	<ul style="list-style-type: none"> • Overall, considerable effort has been put into the portfolio (creativity, risk taking, thoroughness of revisions, quality, and quantity). • Submissions are engaging and well written. The writing is coherent and organized, with a clear pattern of development. Examples, reasons, and details are relevant and precise. Contains few errors. • All reflection forms demonstrate an awareness of strengths and weaknesses. • All requirements have been met. • Presentation is neat, organized, and decorative.
<p>B</p>	<ul style="list-style-type: none"> • Overall, considerable effort has been put into the portfolio (creativity, risk taking, thoroughness of revisions, quality, and quantity). • Submissions are well written. The writing follows a consistent organization and pattern. Compositions draw on facts and ideas from various sources to shape meaning. Contains some minor errors. • Reflection forms demonstrate a general awareness of strengths and weaknesses. • All requirements have been met. • Presentation is neat, organized, and decorative.
<p>C+</p>	<ul style="list-style-type: none"> • Overall, a good effort has been put into the portfolio (creativity, risk taking, revisions, quality, and quantity). • Submissions are generally well written. Compositions include details, examples and explanations that help clarify the writing. Contains some errors, but the meaning is clear. • Most reflection forms demonstrate a general awareness of strengths and weaknesses. • All requirements have been met. • Presentation is neat, organized, and decorative.

**Portfolio
(Continued)**

Rating	Criteria
C	<ul style="list-style-type: none"> • Overall, some effort has been put into the portfolio. The work may appear rushed. • Submissions are functional and easy to read. The writing has a clear form and a logical sequence. Most examples, reasons, and details are relevant, but not necessarily fully developed. Contains conventional spelling, punctuation, and sentence structure in most cases, but needs substantial revisions to the form and content of the written work. • Reflection forms are often vague. Due to lack of detail, it is difficult to assess awareness of strengths and weaknesses. • All or most requirements have been met. • Presentation is generally neat, organized, and decorative.
C-	<ul style="list-style-type: none"> • Overall, some effort has been put into the portfolio. The work may appear rushed. • Submissions are functional but may lack focus. There is an attempt to elaborate ideas, but it may be difficult to follow the sequence and understand the relationship among ideas. Frequent errors make communication awkward and, at times, unclear. • Reflection forms are vague. Due to lack of detail, it is difficult to assess awareness of strengths and weaknesses. • All or most requirements have been met. • Presentation may or may not be neat, organized, and decorative.
IP/F	<ul style="list-style-type: none"> • Overall, minimal effort has been put into the portfolio. • Submissions are incomplete. At times, there is elaboration through detail, examples, and reasons, although this elaboration may be irrelevant or unfocused. Frequent errors make the meaning unclear. • Reflection forms are vague or incomplete. There is no apparent awareness of strengths or weaknesses. • Some requirements have been met, but others remain incomplete. • Presentation may or may not be neat, organized, and decorative.

Letters

Rating	Content	Standard English
3	<ul style="list-style-type: none"> • appropriate and accurate format • content and language appropriate for audience and purpose • purpose clearly identified • body of letter well structured; includes at least two paragraphs • appropriate salutation and closing 	<ul style="list-style-type: none"> • sentence structure free of errors • words used correctly • no errors in spelling and punctuation
2	<ul style="list-style-type: none"> • appropriate and accurate format • content and language mostly appropriate for audience and purpose • purpose identified • body of letter adequate but includes only one paragraph • appropriate salutation and closing 	<ul style="list-style-type: none"> • few errors in sentence structure • words mostly used correctly • few errors in spelling and punctuation
1	<ul style="list-style-type: none"> • inappropriate or inaccurate format • content and language inappropriate for audience or purpose • purpose unclear • body of letter poorly organized • inappropriate salutation and closing 	<ul style="list-style-type: none"> • errors in sentence structure • words frequently used incorrectly • several errors in spelling and punctuation
0	<ul style="list-style-type: none"> • writing not attempted, unrelated to topic, or illegible 	<ul style="list-style-type: none"> • major difficulties in written expression and use of idiom

Movie Review

Rating	Criteria
Strong	<ul style="list-style-type: none"> • engaging introduction that captures the essence of the reviewer's response to the film • concise summary of the plot; does not reveal too much • insightful evaluation of the film's purpose and the actors' performances • thoughtful analysis of lighting, cinematography, and music • thoughtful and varied connections made between this film and other similar films
Good	<ul style="list-style-type: none"> • introduction captures the essence of the reviewer's response to the film • concise summary of the plot; does not reveal too much • careful evaluation of the film's purpose and the actors' performances • some analysis of lighting, cinematography, and music • thoughtful and varied connections made between this film and other similar films
Satisfactory	<ul style="list-style-type: none"> • introduction generally captures the essence of the reviewer's response to the film • careful summary of the plot • attempts to investigate and evaluate the film's purpose and the actors' performances • some analysis of lighting, cinematography, and music • connects this film with other similar films
Minimally Acceptable	<ul style="list-style-type: none"> • introduction states obvious details about the film (e.g., title and some information about director and cast) • uneven plot summary that does not distinguish between main events and details • little or no attempt to comment on film's purpose and actors' performances • makes few or no connections between this film and other similar films
Unacceptable	<ul style="list-style-type: none"> • little or no attempt to satisfy criteria

▼ **SAMPLE 3: GRADE 12**

Topic: *Of Mice and Men*

Prescribed Learning Outcomes:

Comprehend and Respond (Strategies and Skills)

It is expected that students will:

- choose appropriate strategies before, during, and after reading, viewing, or listening for different purposes
- assess prior knowledge of and experience with specific topics
- demonstrate the ability to listen and view critically

Comprehend and Respond (Comprehension)

It is expected that students will:

- paraphrase the main ideas, events, or themes in a variety of literary, technical, business, and informational communications

Comprehend and Respond (Critical Analysis)

It is expected that students will:

- analyse different presentations of the same information to reconsider positions

Communicate Ideas and Information (Composing and Creating)

It is expected that students will:

- formulate and refine research questions
- use a variety of techniques, including outlines, webs, flow charts, and diagrams to organize and communicate ideas

Communicate Ideas and Information (Improving Communications)

It is expected that students will:

- demonstrate effective oral and representational skills to create or enhance communications

Self and Society (Working Together)

It is expected that students will:

- demonstrate flexibility, responsibility, and commitment when working together

Self and Society (Building Community)

It is expected that students will:

- demonstrate willingness to consider diverse, contrary, and innovative views

OVERVIEW

This unit involved students in a series of activities related to reading novels and viewing movies. Evaluation was based on:

- newspaper articles
- speaking and listening in small-group discussions
- multi-paragraph compositions
- flow charts
- oral presentations

PLANNING FOR ASSESSMENT AND EVALUATION

- The unit began with the class brainstorming what they knew and didn't know about the Great Depression. The teacher then described the problems of unemployment during the Great Depression and the lives of itinerant farm workers.
- The teacher began reading *Of Mice and Men* aloud, with the class following along in their texts. During the reading, the teacher

stopped from time to time to explain new vocabulary and to ask the students to predict what would happen next.

- After the first two chapters, students were asked to write a newspaper article, using a format provided by the teacher, describing the events in the town of Weed before the novel opened. Students were required to provide an illustration with a caption.
- The teacher continued reading the novel, with the class following along. At the end of each chapter, a different group of students was responsible for creating five important questions. These were given to the rest of the class to answer. The class and teacher then discussed the answers.
- When the section on the death of Candy’s dog was reached, students were given a poem such as “David” or “The Bull Moose.” Students discussed the pros and cons of euthanasia and recorded their responses to the topic in their journals.
- When the teacher had read about three-quarters of the novel, the class drew up a list comparing the aspirations of the farm hands, George and Lennie, Curley’s wife, and themselves. Students shared their ideas with partners and then, as a class, discussed the similarities and differences. After the discussion, students were asked to write multi-paragraph compositions about the importance of having aspirations. Then students created flow charts showing their plans to achieve their goals.
- The teacher reviewed with students how movies and novels differ in such aspects as purpose, language, and pacing. Students were shown the Robert Blake version of *Of Mice and Men*. After watching the movie, students in groups made notes on topics such as characterization, acting, setting,

ending, and accuracy of the movie. Then the Gary Sinise–John Malkovich version of the movie was shown, and students in groups discussed the differences between the two movies and between the movies and the book, the reasons for the differences, and which they preferred and why. The groups then presented their findings to the class.

DEFINING THE CRITERIA

The teacher reviewed with students the learning outcomes for these activities and explained the requirements of each task. The teacher and students decided that the following key criteria should be demonstrated in the assigned tasks.

Newspaper Article

- provides specific details to support ideas
- uses appropriate newspaper format
- uses a visual representation that helps communicate ideas
- demonstrates effective writing and representational skills

Speaking and Listening in a Small-Group Discussion

- speaks in a voice that is easily heard and understood; uses eye contact to communicate
- uses clear and concise language
- works comfortably with the group and contributes to the group process
- is receptive to other students’ viewpoints
- offers clarification, elaboration, explanations, feedback, suggestions, and questions

Multi-Paragraph Composition

- well structured in several paragraphs
- clear purpose

- identifiable introduction, body, and conclusion
- adequate support provided for main ideas
- correct and effective use of language
- correct punctuation, usage, and spelling

Flow Chart

- effective use of colour, layout, and white space; neatly presented
- complete, thoughtful, and creative; properly titled
- clearly identifiable steps; logical progression; identifiable end

Oral Presentation

- easily heard and understood voice
- clear and easy-to-follow presentation
- appropriate language and tone
- well-organized flow
- well-developed content supported by specific references

Newspaper Article

Criteria	Rating
• provides specific details to support ideas	4 3 2 1 0
• uses appropriate newspaper format	4 3 2 1 0
• uses a visual representation that helps communicate ideas	4 3 2 1 0
• demonstrates effective writing and representational skills	4 3 2 1 0
<p>Comments:</p>	

- Key:** 4–Excellent
 3–Good
 2–Developing
 1–Unsatisfactory
 0–No Effort Made

Speaking and Listening in a Small-Group Discussion

Note: This rating scale was used for self-assessment as well as teacher assessment.

Rating	Criteria
Strong	<ul style="list-style-type: none"> • speaks in a voice that is easily heard; uses eye contact to communicate • chooses clear and precise language • uses tentative and inclusive language • works comfortably with the group and helps develop and sustain the group's interactions • offers clarification, elaboration, explanation, feedback, suggestions, and questions as needed
Good	<ul style="list-style-type: none"> • speaks in a voice that is easily heard and understood; uses eye contact frequently • chooses clear words and may occasionally experiment with more subtle or specific language • may use some tentative and inclusive language • works comfortably with the group and contributes to social dynamics • often makes suggestions, asks questions, or adjusts thinking after listening to others
Competent	<ul style="list-style-type: none"> • speaks in a voice that can be heard and understood; tries to make eye contact • may have difficulty using language • may use some inclusive language • takes part in group discussions and follows basic rules for working with others • contributes some ideas and suggestions to the group
Developing	<ul style="list-style-type: none"> • speaks in a voice that is unclear or difficult to hear at times, with little variation in tone and expression; little eye contact • relies on familiar language and often uses vague or general words • shows some awareness of the responsibilities of contributing to a group • offers ideas that may not connect with those of others; may not be able to explain or clarify ideas

Multi-Paragraph Composition

Note: This scale has been adapted from the English 12 Provincial Exam Holistic Scale.

Rating	Criteria
6	The Scalepoint 6 paper is developed with originality, energy, and flair. The writing is purposeful, focussed, and on topic. Details and examples are effectively used, and the writer takes risks with content and structure. An easy command of sentence structure includes appropriate subordination and effective use of parallel structure. Vocabulary is appropriate and often sophisticated. There are few mechanical errors.
5	The Scalepoint 5 paper is competent and generally well developed; however, it may contain one area of minor weakness. The writing is purposeful and the development logical. Supporting details are well chosen. The writer takes some risks, but the results may be uneven. Sentences are controlled and varied; subordination is generally effective. Vocabulary is appropriate, but expression may be awkward. Mechanical errors do not interfere with comprehension.
4	The Scalepoint 4 paper is on topic, and ideas are clearly expressed. It is generally articulate but unimaginative. Paragraph structure is defined but conventional. The subject-verb sentence pattern predominates. Although expression is simplistic, some attempt is made to use more complex vocabulary. There are few errors in usage and mechanics.
3	The Scalepoint 3 paper attempts to address the topic, but development is weak. Ideas are repetitive and often simplistic. Although a multi-paragraph structure may be attempted, paragraphs often consist of only one or two sentences. Awkwardness in sentence structure tends to interrupt the flow. Expression is simplistic, with little attempt to use complex vocabulary. Errors in usage and mechanics are evident, but they do not predominate.
2	The Scalepoint 2 paper could demonstrate a serious lack of proficiency with English idiom yet make a genuine attempt at a full and structured development. Writing tends to be repetitive or circular, unfocussed, and limited to one or two ideas. Vocabulary is basic and often informal. Sentences are usually simple in construction; fragments, run-ons, and mechanical errors are evident. The paper fails to achieve the assigned purpose. Some papers are fairly well written and show rudiments of organization but are too short.
1	The Scalepoint 1 paper has little or no sense of purpose or development. It is usually seriously deficient in length—often a single paragraph. Organization contributes little to sequence or logic. The writing tends to be error-ridden and often creates an uncontrolled and confused pattern of development.
0	This is a category reserved for papers that cannot be evaluated. Text has been produced, but the effort is characterized by one or more of the following: <ul style="list-style-type: none"> • no discernible grasp of English idiom • too short to evaluate • errors that make the paper unintelligible • deliberately addresses a topic not given

Flow Chart

Criteria	Rating	Comments
Visual Impact: effective use of colour, layout, and white space; neatly presented.	3 2 1 0	
Content: complete, thoughtful, and creative; properly titled.	3 2 1 0	
Organization: clearly identified steps; logical progression; identifiable end.	3 2 1 0	
Strength of Overall Impact	3 2 1 0	

Key: 3–Strong
 2–Competent
 1–Developing
 0–Unsatisfactory

Oral Presentation

Rating	Criteria
Outstanding	Voice and physical expression build communication. Presentation is clear and enjoyable to listen to. Language and tone are appropriate. The flow is well organized. Ideas are fully developed; provides specific details to support ideas.
Good	Voice easily heard and understood. Presentation is clear and easy to follow. Language and tone are generally appropriate. Organization is generally clear. Provides adequate details to support ideas.
Satisfactory	Voice can be heard and understood. Presentation is generally clear. Language and tone may be inappropriately informal at times. Organization is not clear in some places. Provides some details to support ideas.
Incomplete	Voice unclear or difficult to hear at times. Presentation is difficult to understand. Language may be inappropriate. Organization unclear. No supporting evidence.

▼ **SAMPLE 4: GRADE 12**

Topic: *Communicating in the Workplace*

Prescribed Learning Outcomes:

Comprehend and Respond (Strategies and Skills)

It is expected that students will:

- demonstrate the ability to use a variety of strategies for locating information in print and non-print resources, including electronic resources

Communicate Ideas and Information (Knowledge of Language)

It is expected that students will:

- monitor spelling, grammar, mechanics, and syntax using appropriate techniques and resources as required, including electronic technology
- demonstrate awareness of the language conventions used in the workplace

Communicate Ideas and Information (Composing and Creating)

It is expected that students will:

- use a variety of techniques, including outlines, webs, flow charts, and diagrams to organize and communicate ideas

Communicate Ideas and Information (Improving Communications)

It is expected that students will:

- evaluate their own and others' work to ensure appropriate content and language and to enhance quality
- organize information and ideas to clarify thinking and achieve desired effect
- demonstrate effective oral and representational skills to create or enhance communications

Communicate Ideas and Information (Presenting and Valuing)

It is expected that students will:

- demonstrate the ability to produce various communications, including documented research and business reports, multimedia presentations, debates, summaries, descriptions, explanations, instructions, letters, and narratives
- demonstrate a commitment to high-quality work when presenting ideas and information in a variety of school, community, and work contexts

Self and Society (Personal Awareness)

It is expected that students will:

- demonstrate awareness of the range of communication technologies and the impact these have on the workplace, their careers, and their lives

Self and Society (Building Community)

It is expected that students will:

- communicate purposefully, confidently, and ethically in various interpersonal and electronic contexts, including the workplace

OVERVIEW

The Writers' Workshop approach involved students in a series of writing activities throughout a term. Evaluation was based on writing portfolios that included a variety of workplace communications.

PLANNING FOR ASSESSMENT AND EVALUATION

- At the beginning of the term, the teacher presented an overview of the Writers' Workshop. Together the class decided to devote one day per week to the Writers'

Workshop to practise and develop their workplace communication skills. They also decided to focus on letters, memos, summaries, information searches, forms, accident reports, and other common workplace communications.

- The teacher then talked about portfolios and told students that all their writing from the workshop would go into a writing portfolio for evaluation. The students and teacher together generated criteria for an effective portfolio. Each student then made a personal three-sided pocket portfolio out of Bristol board.
- The teacher began the next class with a mini-lesson on required content for the writing portfolio. Students learned about the table of contents, a reflection form for each piece of writing, and the review form for the portfolio as a whole. The teacher also told students that they would be sharing their portfolios with partners, who would evaluate their work based on the criteria for an effective portfolio.
- The teacher emphasized the importance of having a range of different workplace communications in their portfolios. Students were invited to share their ideas of what might go into a portfolio based on written communications that they had done in a work setting or that they knew they would be expected to do.
- Each of the remaining Writers' Workshop sessions began with a mini-lesson on a different aspect of workplace communications such as writing letters, recording information, and conveying messages. The teacher then gave the class a specific scenario in which they had to produce a range of possible communications. Students each chose a specific task or problem to work on.

Students were next given time to write, edit, and proofread their communications while the teacher moved through the class conferring with them. At the end of each session, several students shared what they had written with the class.

- Toward the end of the term, the class reviewed the criteria for an effective portfolio. Before submitting them to the teacher, students reviewed and evaluated their own portfolios and exchanged them with partners for review. The partner completed a checklist of the portfolio contents and a peer evaluation. In evaluating the portfolio, the teacher considered the portfolio contents and each student's self- and peer evaluations.

DEFINING THE CRITERIA

The teacher reviewed with students the learning outcomes for the unit. The teacher and students decided that they would use a checklist and a rating scale for self-, peer, and teacher evaluation.

Checklist

Portfolio includes:

- a range of communications
- a reflection form for each piece
- a review form for the entire portfolio
- a table of contents

The ratings for the checklist were *complete* or *incomplete* (one or more criteria not evident). Students were required to revise their work until all aspects of the portfolio were complete.

Portfolio Rating Scale

- overall, a great deal of effort has been put into the portfolio in terms of thoroughness, editing, quality, and accuracy

- communications are engaging and well written
- communications demonstrate all particular requirements of format and style
- writing is free of errors
- audience and purpose of each communication are clear
- reflection forms are thoughtful, displaying understanding of the communication format and awareness of strengths and weaknesses
- presentation is neat and well organized

Portfolio Checklist

Requirement	Complete	Incomplete
• a range of communication forms (10 or more)		
• a reflection form for each piece		
• a review form for the entire portfolio		
• a table of contents		

Portfolio Rating Scale

Rating	Criteria
A	<ul style="list-style-type: none"> • Overall, a great deal of effort has been put into the portfolio in terms of thoroughness, editing, quality, and accuracy. • Communications are engaging and very well written. • Each communication clearly demonstrates its particular format and style. • Writing contains few errors. • Audience and purpose of each communication are very clear. • Reflection forms are very thoughtful, display clear understanding of the communication format, and show thorough awareness of strengths and weaknesses. • Overall presentation is very neat and organized.
B	<ul style="list-style-type: none"> • Overall, a good effort has been put into the portfolio in terms of thoroughness, editing, quality, and accuracy. • Communications are well written. • Each communication demonstrates its particular format and style. • Writing contains some minor errors. • Audience and purpose of each communication are clear. • Reflection forms are thoughtful, display understanding of the communication format, and show awareness of strengths and weaknesses. • Overall presentation is neat and organized.
C	<ul style="list-style-type: none"> • Satisfactory effort has been put into the portfolio in terms of thoroughness, editing, quality, and accuracy. • Communications are generally well written. • Each communication demonstrates its particular format and style, although some may need more careful attention. • Writing contains errors, but they do not impede comprehension. • A satisfactory sense of audience and purpose is evident in the communications. • Reflection forms are complete and show a satisfactory understanding of the format.
IP/F	<ul style="list-style-type: none"> • Minimal effort in terms of thoroughness, editing, quality, and accuracy. • Portfolio is incomplete. • Formats are incorrect or not complete. • Reflection forms are incomplete.



APPENDIX E

Acknowledgments

Many people contributed their expertise to this document. The project co-ordinator was Ron Basarab of the Program Standards and Education Resources Branch, working with ministry personnel and our partners in education. We would like to thank all who participated in this process.

COMMUNICATIONS 11 AND 12 LEARNING OUTCOMES TEAM

Doug Bryden

BC Principals' and Vice-Principals'
Association

Vivian Evans

School District No. 34 (Abbotsford)

Ted Hougham

Vancouver Community College

Mary Huffman

School District No. 91 (Nechako Lakes)

Lori Janson

Business Council of British Columbia

Steve Naylor

School District No. 83
(North Okanagan-Shuswap)

Wendy Vitter

School District No. 43 (Coquitlam)

COMMUNICATIONS 11 AND 12 INTEGRATED RESOURCE PACKAGE TEAM

Doug Bryden

BC Principals' and Vice-Principals'
Association

Vivian Evans

School District No 34 (Abbotsford)

Ted Hougham

Vancouver Community College

Mary Huffman

School District No. 91 (Nechako Lakes)

Lori Janson

Business Council of British Columbia

Steve Naylor

School District No. 83 (North Okanagan-
Shuswap)

Wendy Vitter

School District No. 43 (Coquitlam)

ENGLISH AND COMMUNICATIONS OVERVIEW TEAM

Dr. Joe Belanger

University of British Columbia

Mike Bennett

Business Council of British Columbia

Melody Booth

BC Confederation of Parent Advisory
Councils

Norma Charles

Writers' Union of Canada

Dr. Henry Hubert

University College of the Cariboo

Kevin McKendy

Canadian Association for Media Education

Patti McLaughlin

School District No. 48 (Howe Sound)

Liz Orme

School District No. 43 (Coquitlam)

Dr. Margaret Robertson

University of Victoria

Dr. Herbert Rosengarten

University of British Columbia

Rick Shave

BC Principals' and Vice-Principals'
Association

David Wiens

Kwantlen University College

Pat Williams

BC School Superintendents' Association

Peggy Woodruff

BC Association of Learning Materials and
Educational Representatives