

ENGLISH STUDIES 12 (4 credits)

Description

The required English Studies 12 course builds upon and extends students' previous learning experiences in ELA and EFP 10 and 11 courses. It is designed for all students and provides them with opportunities to

- refine their ability to communicate effectively in a variety of contexts and to achieve their personal and career goals
- think critically and creatively about the uses of language
- explore texts from a variety of sources, in multiple modes, and reflective of diverse worldviews
- deepen their understanding of themselves and others in a changing world
- gain insight into the diverse factors that shape identity
- appreciate the importance of self-representation through text
- contribute to Reconciliation by building greater understanding of the knowledge and perspectives of First Peoples
- expand their understandings of what it means to be educated Canadian and global citizens

BIG IDEAS

The exploration of **text** and **story** deepens our understanding of diverse, complex ideas about identity, others, and the world.

People understand **text** differently depending on their worldviews and perspectives.

Texts are socially, culturally, geographically, and historically constructed.

Language shapes ideas and influences others.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

The examination of First Peoples' cultures and lived experiences through text builds understanding of Canadians' responsibilities in relation to **Reconciliation**.

Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Read for enjoyment and to achieve personal goals • Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples' perspectives, values, beliefs, and points of view • Recognize the diversity within and across First Peoples' societies as represented in texts • Recognize the influence of land/place in First Peoples' and other Canadian texts • Use information for diverse purposes and from a variety of sources • Evaluate the relevance, accuracy, and reliability of texts • Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking • Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages • Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • A variety of text forms and genres • Reconciliation in Canada <p>Text features and structures</p> <ul style="list-style-type: none"> • form, function, and genre of texts • elements of visual/graphic texts • narrative structures found in First Peoples' texts <ul style="list-style-type: none"> – protocols related to the ownership of First Peoples' oral texts – the legal status of First Peoples' oral tradition in Canada <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes • presentation techniques • multimodal reading strategies

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic-factors • Appreciate and understand how language constructs personal, social, and cultural identities • Construct meaningful personal connections between self, text, and world • Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact • Recognize an increasing range of text structures and how they contribute to meaning • Identify bias, contradictions, distortions, and omissions <p>Create and communicate (writing, speaking, representing)</p> <ul style="list-style-type: none"> • Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking • Respond to text in personal, creative, and critical ways • Demonstrate appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes • Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences • Express and support an opinion with evidence • Assess and refine texts to improve their clarity, effectiveness, and impact • Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context • Use acknowledgements and citations to recognize intellectual property rights • Transform ideas and information to create original texts, using various genres, forms, structures, and styles 	<p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • elements of style • usage and conventions • citation techniques • literary elements and devices

Big Ideas – Elaborations

- **text/texts:** *Text* and *texts* are generic terms referring to all forms of oral, written, visual, or digital communication:
 - Oral texts include speeches, poems, plays, oral stories, and songs.
 - Written texts include novels, articles, and short stories.
 - Visual texts include posters, photographs, and other images.
 - Digital texts include electronic forms of all of the above.
 - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements).
- **story:** narrative texts, whether real or imagined, that teach us about human nature, motivation, behaviour, and experience, and often reflect a personal journey or strengthen a sense of identity. They may also be considered the embodiment of collective wisdom. Stories can be oral, written, or visual and used to instruct, inspire, and entertain listeners and readers.
- **Reconciliation:** the movement in Canada to heal the relationship between First Peoples and Canada that was damaged by colonial policies such as the Indian residential school system.

Curricular Competencies – Elaborations

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 - Oral, written, and visual elements can be combined (e.g., in dramatic presentations, graphic novels, films, web pages, advertisements)
- **land/place:** refers to the land and other aspects of physical environment on which people interact to learn, create memory, reflect on history, connect with culture, and establish identity
- **relevance:** consider the extent to which material has credibility, currency, and significance for the purpose, and whether it resonates with personal experience
- **reliability:** consider point of view, bias, propaganda, and voices left out, omitted or misrepresented
- **strategies:** strategies used will depend on purpose and context; these may include making predictions, asking questions, paraphrasing, forming images, making inferences, determining importance, identifying themes, and drawing conclusions
- **multimodal texts:** texts that combine two or more systems, such as linguistic, visual, audio, gestural, and spatial. They can be delivered via a variety of media or technologies (e.g., music video, graphic novel, post-modern picture book, close-captioned film)

Curricular Competencies – Elaborations

- **forms:** within a type of communication, the writer, speaker, or designer chooses a form based on the purpose of the piece. Common written forms include narrative, journal, procedural, expository, explanatory, news article, e-mail, blog, advertisements, poetry, novel, and letter
- **formats:** refers to the consideration of format choices including layout, sequencing, spacing, topography, colour
- **structures:** refers to the way the author organizes text
- **features of texts:** elements of the text are not considered the main body. These may include typography (boldface, italic, underlined), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, sidebars/textboxes
- **identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors:** students should be prompted to understand the influence of family, friends, community, education, spirituality/religion, gender identity, age, sexual orientation, place/land, settlement patterns, economic factors, political events, (local and beyond), and colonial policies; to understand that authors write from a perspective influenced by such factors; and to understand the relationship between text and context
- **Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understandings and extend thinking:** using active listening skills and receptive body language, paraphrasing and building on others' ideas; disagreeing respectfully, extending thinking (e.g., shifting, changing) to broader contexts (social media, digital environments), collaborating in large and small groups
- **speaking:** strategies may include conscious use of emotion, volume, pace, pause, inflection, and emphasis
- **listening skills:** strategies may include receptive body language, eye contact, paraphrasing and building on others' ideas, and disagreeing respectfully
- **contexts:** may include debate, presentation, speech, small- and large-group discussion, interviewing, performance, school and community based forums
- **range of purposes:** such as to inquire, to explore, to inform, to interpret, to explain, to take a position, to evaluate, to problem solve, to entertain
- **writing and design processes:** there are various writing and/or design processes depending on context and these may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising and/or editing, selecting appropriate format and layout
- **audiences:** students expand their understanding of the range of real world audiences: this can include children, peers, community members, professionals, and local and globally connected digital conversations
- **refine texts to improve their clarity, effectiveness, and impact:** creatively and critically manipulate language for a desired effect; consciously and purposefully make intentional, stylistic choices, e.g., use of sentence fragments or inverted syntax for emphasis or impact; use techniques such as adjusting diction and form according to audience needs and preferences, using verbs effectively, using repetition and substitution for effect, maintaining parallelism, adding modifiers, varying sentence types
- **acknowledgements and citations:** includes citing sources in appropriate ways to understand and avoid plagiarism and understanding protocols that guide use of First Peoples' oral texts and other knowledge

Content – Elaborations

- **forms:** within a type of communication, the writer, speaker, or designer chooses a form based on the purpose of the piece. Common written forms include narrative, journal, procedural, expository, explanatory, news article, e-mail, blog, advertisements, poetry, novel, and letter
- **genres:** literary or thematic categories (e.g. adventure, fable, fairy tale, fantasy, folklore, historical, horror, legend, mystery, mythology, picture book, science fiction, biography, essay, journalism, manual, memoir, personal narrative, speech)
- **Reconciliation:** the movement in Canada to heal the relationship between First Peoples and Canada that was damaged by colonial policies such as the Indian residential school system
- **Text features:** elements of the text are not considered the main body. These may include typography (bold, italics, underlined font), font style, guide words, key words, titles, diagrams, captions, labels, maps, charts, illustrations, tables, photographs, and sidebars/text boxes
- **structures:** how text is organized
- **function:** the intended purpose of a text
- **narrative structures found in first Peoples’ texts:** e.g., circular, iterative, cyclical
- **protocols related to ownership of First Peoples’ oral texts:** First Peoples’ stories often have protocols (when and where they can be shared, who owns them, who can share them)
- **First Peoples’ oral tradition:** the means by which cultural transmission occurs over generations, other than through written records. Among First Peoples, oral traditions may consist of told stories, songs and/or other types of distilled wisdom or information, often complemented by dance or various forms of visual representation such as carvings or masks. In addition to expressing spiritual and emotional truth (e.g., via symbol and metaphor), these traditions provide a record of literal truth (e.g., regarding events and/or situations). They were integrated into every facet of life and were the basis of First Peoples’ education systems. They continue to endure in contemporary contexts. In Canadian law, First Peoples’ oral history is valid evidence of ownership of the land. The Supreme Court of Canada recognizes that First Peoples’ oral histories are as important as written documents in considering legal issues
- **reading strategies:** there are many strategies that readers use when making sense of text; students consider what strategies they need to use to “unpack” text; they employ strategies with increasing independence depending on the purpose, text, and context; strategies include but may not be limited to predicting, inferring, questioning, paraphrasing, using context clues, using text features, visualizing, making connections, summarizing, identifying big ideas, synthesizing, and reflecting
- **oral language strategies:** includes speaking with expression; connecting to listeners, asking questions to clarify, listening for specifics, summarizing, paraphrasing
- **metacognitive strategies:** thinking about one’s own thinking; reflecting on one’s processes and determining strengths and challenges; students employ metacognitive strategies to gain increasing independence in learning
- **writing processes:** there are various writing processes depending on context; these may include determining audience and purpose, generating or gathering ideas, free-writing, making notes, drafting, revising and/or editing. There are many writing structures and processes; writers often have very personalized processes when writing; writing is an iterative process
- **elements of style:** stylistic choices that make a specific writer distinguishable from others; can include diction, vocabulary, sentence structure, tone
- **usage:** avoiding common usage errors (e.g., double negatives, mixed metaphors, malapropisms, and word misuse)
- **conventions:** common practices standard punctuation use, in capitalization, in quoting and in Canadian spelling
- **literary elements and devices:** texts use various literary devices, including figurative language, according to purpose and audience