



# ELA 20-1: PROGRAM OF STUDIES



## 1.1 DISCOVER POSSIBILITIES

### 1.1.1 FORM TENTATIVE UNDERSTANDINGS, INTERPRETATIONS, AND POSITIONS

- 1.1.1.a Generate and experiment with strategies that contribute to forming tentative understandings, interpretations and positions [for example, posing questions, suspending prejudice as appropriate, recognizing that initial interpretations and positions may be inaccurate and incomplete, and recognizing that texts may be inaccurate, misleading or ambiguous].
- 1.1.1.b Assess the potential of understandings, interpretations, and positions on ideas and issues communicated by literature and other texts by connecting own and others' explorations, and by exploring additional aspects of these texts.

### 1.1.2 EXPERIMENT WITH LANGUAGE, IMAGE, AND STRUCTURE

- 1.1.2.a Experiment with language, image, and structure to create different effects in particular situations and for particular purposes and audiences [for example, present the same information to two different audiences, and make appropriate changes to the content to suit the audiences].
- 1.1.2.b Experiment with a variety of strategies, activities, and resources to explore ideas, observations, opinions, experiences, and emotions [for example, stream-of-consciousness writing, free verse poetry, exploratory talk, and improvisation].

## 1.2 EXTEND AWARENESS

### 1.2.1 CONSIDER NEW PERSPECTIVES

- 1.2.1.a Select appropriate strategies to extend awareness and understanding of new perspectives, monitor their effectiveness, and modify them as needed [for example, record new understandings in a learning log; develop new group perspectives using a fish bowl organization].
- 1.2.1.b Compare own ideas, perspectives and interpretations with those of others, through a variety of means, to expand perceptions and understandings when exploring and responding to texts [for example, pro-con charts, alternative Internet search engines, comparison tables and think-pair-share charts].

## 1.2.2 EXPRESS PREFERENCES, AND EXPAND INTERESTS

- 1.2.2.a Reflect on personal text preferences, identify influences that have contributed to the formation of these preferences, and select strategies that may be used to expand interests in texts and text creators [for example, complete and share reading inventories, and examine the role marketing plays in shaping popular culture].
- 1.2.2.b Expand interests in a range of genres and in a variety of texts and text creators, and explain how the content and style of various texts appeal to audiences with particular interests and preferences [for example, various versions of the same text].

## 1.2.3 SET PERSONAL GOALS FOR LANGUAGE GROWTH

- 1.2.3.a Appraise own strengths and weaknesses as a language user and language learner; select appropriate strategies to increase strengths and address weaknesses; monitor the effectiveness of selected strategies; and modify selected strategies as needed to optimize growth [for example, assess growth in writing by using a writing portfolio and portfolio reflections].
- 1.2.3.b Set goals and employ strategies for language growth in relation to formal and informal personal communications and community involvement [for example, auditioning for a play or applying to be a volunteer].
- 1.2.3.c Identify and access learning sources and opportunities; assess, weigh and manage risk; and demonstrate a willingness to continuously learn and grow.

# 2.1 CONSTRUCT MEANING FROM TEXT AND CONTEXT

## 2.1.1 DISCERN AND ANALYZE CONTEXT

- 2.1.1.a Describe the text creator's purpose, and analyze the target audience.
- 2.1.1.b Describe how societal forces can influence the production of texts [for example, current issues, and trends].
- 2.1.1.c Explain the relationship between text and context in terms of how elements in an environment can affect the way in which a text is created [for example, the historical context in which the text is written; gender-biased language can provide information about the context in which a text was created in terms of dominant culture].
- 2.1.1.d Identify the impact that personal context—experience, prior knowledge—has on constructing meaning from a text.

## 2.1.2 UNDERSTAND AND INTERPRET CONTENT

- 2.1.2.a Use a variety of strategies to comprehend literature and other texts [for example, reading passages out loud, forming questions, making predictions, using context to determine the connotative meanings of words, using graphic organizers and making annotations], and develop strategies for close reading of literature in order to understand contextual elements [for example, understanding subtext].

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- 2.1.2.b Describe how supporting ideas and supporting details strengthen a text's controlling idea.

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- 2.1.2.c Describe the relationships among plot, setting, character, atmosphere, and theme when studying a narrative.

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- 2.1.2.d Compare the personality traits, roles, relationships, motivations, attitudes, values, and archetypal qualities, when appropriate, of characters developed/persons presented in literature and other texts.

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- 2.1.2.e Describe a text creator's tone and register; and identify the moral and ethical stance communicated by a text.

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- 2.1.2.f Interpret figurative language, symbol, and allusions; recognize imagery; and explain how imagery contributes to atmosphere, characterization, and theme in a text.

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- 2.1.2.g Analyze visual and aural elements, and explain how they contribute to the meaning of texts.

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- 2.1.2.h Describe the relationship between audience response to the content of a presentation and audience response to the performance of the presenter.

## 2.1.3 ENGAGE PRIOR KNOWLEDGE

- 2.1.3.a Reflect on and describe strategies used to engage prior knowledge as a means of assisting comprehension of new texts; and select, monitor and modify strategies as needed.

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- 2.1.3.b Assess personal expectations for texts to be studied in light of prior experiences with and observations about similar contexts, content and text forms.

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- 2.1.3.c Use metacognitive strategies to understand how knowledge of rhetorical devices, textual elements, and structures used in previously studied texts contributes to understanding new text.

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- 2.1.3.d Classify the genre/form of new texts according to attributes of genres/forms previously studied.

## 2.1.4 USE REFERENCE STRATEGIES AND REFERENCE TECHNOLOGIES

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

## 2.2 UNDERSTAND AND APPRECIATE TEXTUAL FORMS, ELEMENTS AND TECHNIQUES

### 2.2.1 RELATE FORM, STRUCTURE, AND MEDIUM TO PURPOSE, AUDIENCE, AND CONTENT

- 2.2.1.a Identify a variety of text forms, including communications forms and literary forms [for example, letters, memoranda, poems, narratives and dramatizations]; and describe the relationships of form to purpose and content.
- 2.2.1.b Describe audience factors that may have influenced a text creator's choice of form and medium [for example, age, gender, and culture of the audience].
- 2.2.1.c Explain how a variety of organizational patterns and structural features contribute to purpose and content.
- 2.2.1.d Analyze the effect of medium on message.

### 2.2.2 RELATE ELEMENTS, DEVICES, AND TECHNIQUES TO CREATED EFFECTS

- 2.2.2.a Explain how rhetorical devices and stylistic techniques used in print and non-print texts create clarity, coherence, and emphasis.
- 2.2.2.b Explain how various textual elements and stylistic techniques contribute to the creation of atmosphere, tone, and voice [for example, qualification, and interrupted movement].
- 2.2.2.c Analyze the use of irony and satire to create effects in print and non-print texts [for example, dramatic irony to create suspense, verbal irony to create humour, and satire to evoke response].
- 2.2.2.d Describe the effects of musical devices, figures of speech, and sensory details in print and non-print texts [for example, alliteration used to create emphasis, metaphor used to evoke images, and sensory details used to evoke pathos].

## 2.2.2 RELATE ELEMENTS, DEVICES, AND TECHNIQUES TO CREATED EFFECTS (CONTINUED...)

- 2.2.2.e Explain the contribution of motif and symbol to controlling idea and theme.

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- 2.2.2.f Differentiate between effective and ineffective presentations, and analyze the differences.

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- 2.2.2.g Analyze persuasive techniques used in a variety of print and non-print texts.

## 2.3 RESPOND TO A VARIETY OF PRINT AND NON-PRINT TEXTS

### 2.3.1 CONNECT SELF, TEXT, CULTURE, AND MILIEU

- 2.3.1.a Identify and consider personal, moral, ethical, and cultural perspectives when studying literature and other texts; and reflect on and monitor how perspectives change because of interpretation and discussion.

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- 2.3.1.b Respond personally and analytically to ideas developed in works of literature and other texts; and analyze the ways in which ideas are reflected in personal and cultural opinions, values, beliefs and perspectives.

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- 2.3.1.c Explain how the choices and motives of characters and people presented in texts may provide insight into the choices and motives of self and others.

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- 2.3.1.d Identify and examine ways in which cultural and societal influences are reflected in a variety of Canadian and international texts.

### 2.3.2 EVALUATE THE VERISIMILITUDE, APPROPRIATENESS, AND SIGNIFICANCE OF PRINT AND NON-PRINT TEXTS

- 2.3.2.a Identify criteria to evaluate the effectiveness of texts, monitor the effectiveness of the criteria, and modify the criteria as needed [for example, use criteria to assess the adequacy, relevance, and effectiveness of content and to assess the text creator's voice and style].

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

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- 2.3.2.c Analyze and assess settings and plots in terms of created reality and plausibility [for example, determine the authenticity of the setting of a work of historical fiction].

### 2.3.2 EVALUATE THE VERISIMILITUDE, APPROPRIATENESS, AND SIGNIFICANCE (CONTINUED...)

- 2.3.2.d Analyze and assess character and characterization in terms of consistency of behaviour, motivation, and plausibility, and in terms of contribution to theme [for example, determine the meanings suggested by a change in a character's behaviour or values].
- 2.3.2.e Analyze and assess images in print and non-print texts in terms of created reality and appropriateness to purpose and audience.
- 2.3.2.f Assess the significance of a text's theme or controlling idea, and the adequacy, relevance and effectiveness of its supporting details, examples or illustrations, and content in general.

### 2.3.3 APPRECIATE THE EFFECTIVENESS AND ARTISTRY OF PRINT AND NON-PRINT TEXTS

- 2.3.3.a Use terminology appropriate to the forms studied for discussing and appreciating the effectiveness and artistry of a variety of text forms.
- 2.3.3.b Describe the effectiveness of various texts, including media texts, for presenting feelings, ideas and information, and for evoking response.

## 3.1 DETERMINE INQUIRY OR RESEARCH REQUIREMENTS

### 3.1.1 FOCUS ON PURPOSE AND PRESENTATION FORM

- 3.1.1.a Select and monitor the effectiveness of strategies to determine the depth and breadth of inquiry or research and to identify the purpose, audience, and form of presentation.
- 3.1.1.b Describe the purpose of inquiry or research and the scope of the inquiry or research topic; identify the target audience; and identify the potential form for the presentation of inquiry or research findings, when applicable [such as a narrative, report, diary entry, or biography].
- 3.1.1.c Refine the purpose of inquiry or research by limiting or expanding the topic as appropriate.

### 3.1.2 PLAN INQUIRY OR RESEARCH, AND IDENTIFY INFORMATION NEEDS AND SOURCES

- 3.1.2.a Reflect on and describe strategies for developing an inquiry or research plan that will foster understanding, select and monitor appropriate strategies, and modify strategies as needed to plan inquiry or research effectively [for example, use a research journal to keep and record reflections on the research process, clarify thinking, revisit initial perceptions and ask questions that lead to new research].

### 3.1.2 PLAN INQUIRY OR RESEARCH, AND IDENTIFY INFORMATION NEEDS AND SOURCES (CONTINUED...)

- 3.1.2.b Select from a repertoire of effective strategies to develop appropriate inquiry or research plans that will address the topic and satisfy contextual and presentation requirements [for example, questions within questions, inquiry charts, preliminary interviews, and consultations with the teacher and/or librarian].

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- 3.1.2.c Determine the breadth and depth of prior knowledge, and formulate questions to determine and categorize information needs and to guide the collection of required information [for example, a chart to demonstrate what is already known and what needs to be learned].

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- 3.1.2.d Identify and predict the usefulness of information sources intended to fill gaps between prior knowledge and required information [for example, whether or not a survey or interview will be useful].

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- 3.1.2.e Identify and select potential strategies and technologies for gathering, generating and recording information [for example, outlining, webbing, taking notes in point form, recording sources accurately during information gathering, writing direct quotations correctly and bookmarking Internet sites].

## 3.2 FOLLOW A PLAN OF INQUIRY

### 3.2.1 SELECT, RECORD, AND ORGANIZE INFORMATION

- 3.2.1.a Reflect on and describe strategies that may be used to select, record, and organize information; select and monitor appropriate strategies; and modify selected strategies as needed.

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- 3.2.1.b Select information and other material appropriate to purpose from a variety of print and non-print sources [for example, from museums, archives, government agencies, periodicals, microfiche, Internet, CD-ROMs, films, television and radio broadcasts, interviews, surveys, and print and online encyclopedias].

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- 3.2.1.c Record information accurately and completely; and document and reference sources, as appropriate [for example, document direct quotations, others' ideas and arguments, maps, charts, statistics, pictures and diagrams from books, magazines, bibliographies, newspapers, audiovisual materials, electronic sources, interviews and films to avoid plagiarism].

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

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- 3.2.1.e Observe guidelines for Internet use [for example, keep passwords, telephone numbers and addresses confidential; visit appropriate sites; respect copyright; and observe rules for citing Internet sources, following correct procedures to avoid plagiarism].

### 3.2.2 EVALUATE SOURCES, AND ASSESS INFORMATION

- 3.2.2.a Reflect on and describe strategies to evaluate information sources for credibility and bias and for quality; and select, monitor and modify strategies as needed to evaluate sources and detect bias.

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- 3.2.2.b Assess information sources for appropriateness to purpose, audience and presentation form.

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- 3.2.2.c Assess the accuracy, completeness, currency, and relevance of information selected from sources; and assess the appropriateness of the information for purpose.

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- 3.2.2.d Identify and describe possible biases of sources, and describe the possible effects of such biases on the credibility of information [for example, examine the credibility of the author or organization, the proportion of verifiable facts to generalizations, or the sponsor/author/purpose/date of a Web site].

### 3.2.3 FORM GENERALIZATIONS AND CONCLUSIONS

- 3.2.3.a Form generalizations by integrating new information with prior knowledge.

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

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- 3.2.3.c Distinguish between support and generalization, and provide support for generalizations and conclusions.

### 3.2.3 REVIEW INQUIRY OR RESEARCH PROCESS AND FINDINGS

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

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

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- 3.2.4.c Review the appropriateness, accuracy and significance of findings, conclusions and generalizations drawn from gathered data and information; prepare a detailed record of references; determine how best to share the information; and determine next steps, if any.

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



## 4.1 DEVELOP AND PRESENT A VARIETY OF PRINT AND NON-PRINT TEXTS

### 4.1.1 ASSESS TEXT CREATION CONTEXT

- 4.1.1.a Reflect on the purposes for text creation [for example, to inform, explain, persuade, entertain or inspire] and on own motives for selecting strategies to engage an audience [for example, to communicate information, promote action or build relationships]; and consider potential consequences of choices regarding text creation [for example, follow-up action may be required to clarify information, a position may need to be defended and opposing viewpoints addressed, and tone and style must be appropriate for intended audience].
- 4.1.1.b Identify purpose and target audience for text creation, and select strategies to accomplish purpose and engage audience [for example, plan a campaign—public relations, advertising or lobbying—identifying the text forms to be used to influence the attitudes of the audience with respect to the chosen issue].
- 4.1.1.c Address audience factors that affect text creation [for example, reread parts of a text and refine work, when creating the good copy of a personal response to literature, in order to address suggestions made at a peer conference about areas that were overlooked].
- 4.1.1.d Analyze expectations and constraints of a communication situation, and select preferred strategies to address expectations and constraints [for example, when making a presentation, watch audience cues to determine background knowledge of the subject area, and provide additional information as required; request extra time in advance if time is a constraint].

### 4.1.2 CONSIDER AND ADDRESS FORM, STRUCTURE, AND MEDIUM

- 4.1.2.a Select a text form appropriate to the purpose for text creation and consistent with the content to be presented in the text [for example, select a photo essay to demonstrate a personal or critical/analytical response to poetry or other literature when the content to be presented is well suited to the creation of a visual text].
- 4.1.2.b Explore a variety of structures consistent with form, content and purpose when creating texts [for example, explore definition, example and illustration, classification and other methods of development consistent with the essay form when creating an essay].
- 4.1.2.c Select an effective medium appropriate to content and context, and explain its use [for example, select a medium such as print advertisements in magazines, and explain the use of this medium to sell merchandise; explore the content of the advertisements in terms of the messages and values communicated; and explain the context, including audience and purpose].
- 4.1.2.d Understand the concept of convention; and apply it to oral, print, visual and multimedia text forms when appropriate [for example, understand the common conventions of a modern play script; and include dialogue, stage directions, and directions for lighting and sound effects when creating a script, as appropriate].

### 4.1.3 DEVELOP CONTENT

- 4.1.3.a Take ownership of text creation, by selecting or crafting a topic, concept, or idea that is personally meaningful and engaging.

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- 4.1.3.b Recognize and assess personal variables [such as personal experience and prior knowledge] and contextual variables [such as availability of time and resources] that influence the selection of a topic, concept, or idea; and address these variables to increase the likelihood of successful text creation.

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- 4.1.3.c Establish a focus for text creation, and communicate scope by framing an effective controlling idea or describing a strong unifying effect.

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- 4.1.3.d Develop supporting details, by using developmental aids appropriate to form and purpose [for example, use charts to collect and assemble details in creating character comparisons when developing a comparison and contrast essay, or use a think-aloud reading strategy to make notes from informational text when writing a summary].

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- 4.1.3.e Develop content to support a controlling idea or to produce a unifying effect [for example, condense information, summarize content, and define a thesis statement to construct a précis of a magazine article].

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- 4.1.3.f Develop content appropriate to form and context [for example, provide grounds and evidence to construct an argument, and use chronological order in an informal essay to write a factual narrative account of a personal experience].

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- 4.1.3.g Incorporate effective examples from personal experience, concepts, and ideas from exploration, and findings from inquiry and research into created texts, when appropriate [for example, incorporate visual aids in a prepared speech and taped sound effects in a dramatization of a scene from a play].

### 4.1.4 USE PRODUCTION, PUBLICATION, AND PRESENTATION STRATEGIES AND TECHNOLOGIES CONSISTENT WITH CONTEXT

- 4.1.4.a Meet particular production, publication and display requirements for print texts [for example, adhere to a particular manuscript style when creating a research paper]; and explain requirements in light of purpose, audience and situation.

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- 4.1.4.b Meet particular production, publication and display requirements for print texts [for example, adhere to a particular manuscript style when creating a research paper]; and explain requirements in light of purpose, audience and situation.

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

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- 4.1.4.d Develop a repertoire of effective strategies that can be used to create rapport with an audience [for example, use personal anecdotes, and examples].

## 4.2 IMPROVE THOUGHTFULNESS, EFFECTIVENESS, AND CORRECTNESS OF COMMUNICATION

### 4.2.1 ENHANCE THOUGHT AND UNDERSTANDING AND SUPPORT AND DETAIL

- 4.2.1.a Assess the effectiveness of the controlling idea or desired unifying effect of a text in progress, and refine the controlling idea or desired unifying effect as appropriate to meet the intended purpose.

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- 4.2.1.b Review the accuracy, specificity, precision, vividness and relevance of details, events, images, facts or other data intended to support a controlling idea or to develop a unifying effect; and add to, modify or delete details, events, images, facts or other data as needed to provide complete and effective support or development.

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- 4.2.1.c Assess reasoning for logic and evidence for consistency, completeness and relevance; and strengthen reasoning as needed by adding to, modifying or deleting details to provide significant evidence and make effective and convincing arguments [for example, work with a small group to use a revision strategy like Workshop Advice, where each person in the group provides one suggestion for a sentence change].

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- 4.2.1.d Assess the plausibility and appropriateness of literary interpretations and the precision, completeness and relevance of evidence when reviewing and revising critical/analytical responses to literature.

### 4.2.2 ENHANCE ORGANIZATION

- 4.2.2.a Assess the beginning of a text in progress, and revise it as needed to establish purpose and engage audience [for example, the thesis statement of an essay, the initial monologue of a script, or the statement of purpose of a proposal].

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- 4.2.2.b Assess the organizational components of a text in progress, and revise them as needed to strengthen their effectiveness as units of thought or experience or to strengthen their contribution to other intended effects [such as emphasis or transition].

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- 4.2.2.c Assess the closing of a text in progress; and revise it as needed to ensure that it is related to purpose, that it establishes a sense of developed understanding and that it will have an appropriate effect on audience.

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

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

### 4.2.3 CONSIDER AND ADDRESS MATTERS OF CHOICE

- 4.2.3.a Reflect on personal vocabulary and repertoire of stylistic choices and on their effectiveness; and expand vocabulary and repertoire of stylistic choices.

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- 4.2.3.b Assess the appropriateness and effectiveness of diction, and revise word choice as needed to create intended effects.

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- 4.2.3.c Assess syntax for appropriateness and effectiveness, and revise sentence structures as needed to create intended effects.

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- 4.2.3.d Apply understanding of stylistic techniques and rhetorical devices when creating print and non-print texts [for example, use imagery to create pathos, use parallel structure to create emphasis, and use sound in multimedia texts to create humour].

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- 4.2.3.e Recognize personal voice in texts created; and continue to develop personal craft through practice, using various methods.

### 4.2.4 EDIT FOR MATTERS OF CORRECTNESS

- 4.2.4.a Use handbooks and other tools, including electronic tools, as resources to assist with text creation [for example, dictionaries, thesauri, spell checkers, and handbooks].

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- 4.2.4.b Know and be able to apply capitalization and punctuation conventions correctly, including end punctuation, commas, semicolons, colons, apostrophes, quotation marks, hyphens, dashes, ellipses, parentheses, underlining and italics.

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- 4.2.4.c Know and be able to apply spelling conventions consistently and independently.

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- 4.2.4.d Understand the importance of grammatical agreement; and assess and revise texts in progress to ensure correctness of grammatical agreement, including correct pronoun reference and pronoun–antecedent agreement, and correct use of modifiers and other parts of speech.

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- 4.2.4.e Assess and revise texts in progress to ensure correct subject–verb agreement, correct pronoun case, and appropriate consistency of verb tense.

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- 4.2.4.f Use unconventional punctuation, spelling, and sentence structure for effect, when appropriate [for example, use nonstandard spelling to indicate dialect, and use sentence fragments for emphasis, when appropriate].

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- 4.2.4.g Assess and revise texts in progress to ensure the correct use of clauses and phrases, including verbal phrases (participle, gerund and infinitive), and to ensure the correct use of structural features [such as appositives and parallel structure].

## 4.2.4 EDIT FOR MATTERS OF CORRECTNESS (CONTINUED...)

- 4.2.4.h Pay particular attention to punctuation, spelling, grammar, and usage and sentence construction when using unfamiliar vocabulary, complex syntax, and sophisticated rhetorical devices.
- 4.2.4.i Assess strengths and areas of need [for example, develop a checklist of skills mastered and skills to be developed, and set goals for language growth].

## 5.1 RESPECT OTHERS AND STRENGTHEN COMMUNITY

### 5.1.1 USE LANGUAGE AND IMAGE TO SHOW RESPECT AND CONSIDERATION

- 5.1.1.a Monitor own use of verbal and nonverbal communication in order to convey respect and consideration, as appropriate [for example, use euphemism and body language appropriately and sensitively].
- 5.1.1.b Explain how language and images are used in literature and other texts to convey respectful and considerate, or disrespectful and inconsiderate, perspectives and attitudes [for example, parody or journalistic bias in print, visual and multimedia texts].
- 5.1.1.c Analyze and describe positive or negative portrayals of characters in literature and persons in life, and be sensitive to the feelings of others.
- 5.1.1.d Analyze behavioural expectations of a communication situation, explain how verbal and nonverbal communication contributes to the inclusion or exclusion of individuals involved in a communication situation, and use verbal and nonverbal communication that is inclusive of other individuals [for example, use empathetic listening skills when working in groups, and be aware of body language].
- 5.1.1.e Accept, offer, and appreciate the value of constructive criticism [for example, use writing to respond to constructive criticism, and accept and provide feedback in a constructive and considerate manner].
- 5.1.1.f Analyze the parameters of public tolerance regarding the use of language and images in a specific text, and use appropriate language and images in communication situations.

### 5.1.2 APPRECIATE DIVERSITY OF EXPRESSION, OPINION, AND PERSPECTIVE

- 5.1.2.a Appreciate diversity of thought and expression, select and monitor appropriate strategies for appreciating diversity, and modify selected strategies as needed.

## 5.1.2 APPRECIATE DIVERSITY OF EXPRESSION, OPINION, AND PERSPECTIVE (CONTINUED...)

- 5.1.2.b Explain how selected works of literature and other print and non-print texts convey, shape and, at times, challenge individual and group values and behaviours.

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- 5.1.2.c Analyze the relationship between a text creator's ideas and opinions and his or her underlying assumptions [such as those deriving from ideology or social status].

## 5.1.3 RECOGNIZE ACCOMPLISHMENTS AND EVENTS

- 5.1.3.a Use language and image to honour own and others' accomplishments [for example, celebrate together when classmates have accomplished a particular task or produced, published or presented a particular text; or celebrate the completion of a portfolio with family and friends by holding a "portfolio launch"].

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- 5.1.3.b Describe various means by which language and image are used appropriately to honour people and to celebrate events, and explain how these means of using language and image help to build community [for example, heritage day; wall of honour or photography exhibit; and naming ceremonies, religious ceremonies and prayers of First Nations and Aboriginal peoples].

## 5.2 WORK WITHIN A GROUP

### 5.2.1 COOPERATE WITH OTHERS, AND CONTRIBUTE TO GROUP PROCESSES

- 5.2.1.a Set appropriate personal goals for participation in a group; respect, be open to, and be supportive of the thoughts, opinions and contributions of others in a group; and share personal knowledge, expertise, and perspectives with others, as appropriate.

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- 5.2.1.b Reflect on and describe strategies used to negotiate, coordinate and cooperate with others; select appropriate strategies for negotiating, coordinating, and cooperating with others; monitor selected strategies; and modify selected strategies as needed to accomplish group goals.

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- 5.2.1.c Ensure that a team's purpose and objectives are clear.

### 5.2.2 UNDERSTAND AND EVALUATE GROUP PROCESSES

- 5.2.2.a Develop and use criteria to monitor and assess group processes [such as division of labour and time management].

## 5.2.2 UNDERSTAND AND EVALUATE GROUP PROCESSES (CONTINUED...)

- 5.2.2.b Understand the various potential roles and responsibilities of group members [such as researcher and presenter; director and participant; and chairperson, recorder and timekeeper; or roles of Aboriginal Elders in teaching about the medicine wheel and about respect, humility, kindness, sharing, honesty, faith and perseverance], and appreciate the contribution that these roles make to group processes.

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

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- 5.2.2.d Understand and appreciate the function of teamwork tools, assess how to work effectively and collaboratively as a team to accomplish a task, understand the role of conflict in a group to reach solutions, and manage and resolve conflict when appropriate.

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- 5.2.2.e Identify and analyze the communications needs of, and assess the working relationships among, individuals and groups involved in a variety of communications careers [such as advertising, public relations and broadcast journalism].