
Curriculum Outcomes

Curriculum Framework

English 2202 is part of the Atlantic provinces common curriculum and, as such, it is anchored to the essential graduation learnings for Atlantic Canada curriculum and the following 10 general curriculum outcomes for English language arts:

Speaking and Listening

Students will speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Students will be able to communicate information and ideas effectively and clearly, and to respond personally and critically.

Students will interact with sensitivity and respect, considering the situation, audience, and purpose.

Reading and Viewing

Students will be able to select, read, and view with understanding a range of literature, information, media, and visual texts.

Students will be able to interpret, select, and combine information using a variety of strategies, resources, and technologies.

Students will respond personally to a range of texts.

Students will respond critically to a range of texts, applying their understanding of language, form, and genre.

Writing and Representing

Students will be able to use writing and other forms of representation to explore, clarify, and reflect on their thoughts, feelings, experiences, and learnings; and to use their imaginations.

Students will be able to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.

Students will use a range of strategies to develop effective writing and media products and to enhance their clarity, precision, and effectiveness.

Specific Curriculum Outcomes

The specific curriculum outcomes for English 2202 are statements that identify what students are expected to know, be able to do, and value upon completion of the course. Unit and lesson planning should be balanced to provide a range of writing experiences addressing each outcome. Suggestions for teaching and learning are exactly that - *suggestions*. Instructional practices can and should be designed to provide a variety of opportunities to achieve the outcomes. The notes and vignettes serve to provide teachers with additional assistance as they plan student learning experiences and assess student learning.

1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Outcomes

By the end of English 2202 students will be expected to

- 1.1 follow up on ideas of others in order to reflect upon their own interpretation of experiences
- 1.2 ask perceptive/probing questions to explore ideas and gain information
- 1.3 address issues, present points of view backed by evidence, and modify, or argue for their positions in response to opposing points of view
- 1.4 listen critically to evaluate ideas of others in terms of their own understanding and experiences, and identify unsubstantiated statements

Suggestions for Teaching and Learning

Learning Focus

- extend the small-group discussions into formal presentations
- analyse the form of presentation itself
- adjust and defend thinking while participating in a small-group discussion

Expectations: In English 2202, students are expected to

- present a speech and/or a formal debate, and be an active participant in one other public forum.
- listen for and point out errors in information and logic
- examine the manipulative nature of oral communication

Oral communication may be developed by the following means:

Speech

- researched and rehearsed
- formulated and organized in writing
- presented in a way that holds the audience’s attention
- uses the conventions of formal speaking

Debate

- parliamentary or cross-examination style
- researched and rehearsed
- presented in accordance with roles of debate
- speakers respond creatively and flexibly to opposing arguments

Other Public Forums

- panel discussion
- seminar
- individual presentation
- re-enactment
- drama
- monologues

1. Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

Suggestions for Assessment

Informal

- observation—record, through observation notes, and checklists, the extent to which students are questioning, participatory, more active in critical listening, aware of the role of audience, and organized in the presentation of information and ideas
- self-assessment and peer assessment in the form of post-event discussion, and personal and group reflection

Formal

- pre-determined and pre-communicated measures and criteria for evaluation, establishing specific outcomes for the specific event.

Reflection

- Students and teachers reflect upon the application and development of oral presentations

Sample Assessment Criteria: In response to an oral presentation, the student

- asks appropriate questions
- paraphrases and summarizes to increase understanding
- speaks audibly
- uses language and gestures expressively and persuasively

Notes/Vignettes

Students watch a panel discussion, interview, or debate presented on television, in class, or in a public venue. Following the presentation, students discuss the involvement of the various participants, for example, those who

- dominate
- pose unanswerable questions
- dodge questions
- clash on grounds other than the issues
- contribute to or detract from the program's success in meeting its objectives

2. Students will be expected to communicate information and ideas effectively and clearly and to respond personally and critically.

Outcomes

By the end of English 2202 students will be expected to

- 2.1 use their awareness of the difference between formal and informal speech to interact effectively in panel discussions, debates, and other structured situations
- 2.2 adapt language and delivery for a variety of audiences and situations
- 2.3 ask and respond to questions in a range of situations
- 2.4 evaluate others' use of language and use this knowledge to reflect on and improve their own uses of language

Suggestions for Teaching and Learning

In English 2202, students are expected to extend the use and awareness of language in both informal and formal situations.

Having a foundation in informal modes of oral language communication from English 2202, students will now examine not only how the venue and convention affect the presentation of material, but also the effect on the audience.

Students will develop an understanding of how point of view and issues are created, established, and influenced by the ways in which communication takes place. Students must be able to make adaptations in their oral language in order to function appropriately in each form.

All speaking and listening events develop around the need to adapt to the conventions of each speaking event and to evaluate the relationship between the students' use of oral language and the form.

English 2202 students are expected to

- present a public speech or participate in a formal debate
- be active participants in one other public forum
- examine, practise, and present speaking and listening events in a variety of forms in order to improve their own use and understanding of rehearsed formal language
- extend their experiences with oral language for a variety of purposes and audiences

Public Forums

- public speech
- debate
- panel discussions
- seminars
- individual presentation
- re-enactment
- drama
- monologues
- integrated media presentations

2. Students will be expected to communicate information and ideas effectively and clearly and to respond personally and critically.

Suggestions for Assessment

Public Speech

- examine and practise the conventions of formal speaking
- organize ideas into appropriate language
- present in the appropriate tone, voice, and non-verbal language
- question and analyse the audience's reaction to the speech event

Debate

- examine and practise the conventions of formal debate
- research and rehearse
- present in appropriate tone, voice, and body language
- examine the errors and weaknesses in argument, and expose them through counter arguments, questioning, and other spoken exchanges that are appropriate to the form (e.g., heckling)

Informal

- observations - record, through observation, notes, and checklists, the extent to which students become increasingly articulate, questioning, participatory, more active in critical listening, aware of the role of audience, and organized in the presentation of information and ideas creatively
- self-assessment and peer assessment in the form of post event discussion, and personal and group reflection

Formal

- predetermined and precommunicated measures for evaluation, establishing specific criteria for the specific event

Reflect

- Students and teachers reflect upon the application and development of presentations

Notes/Vignettes

Critical listening is being actively engaged in the process of accommodating a wide range of complex oral communication. The critical listener

- makes judgements based on diverse information
- considers the perspective(s) of the communicator
- analyses the intentions, errors, and omissions of information and logic of the communicator(s)
- uses personal and objective criteria to assess the content, organization, and delivery of the discussion or event
- monitors and adjusts understanding and opinions as part of the listening process

Different Kinds of Talk: Classroom experiences involve students in many different kinds of talk.

Especially important are opportunities to describe, compare, and analyse experiences and opportunities to compose.

Monologues: Students select a character from a play, short story, novel, television drama, or film and prepare a two-or three-minute monologue which that character might deliver, basing the monologue on events in the text and on the personality, attitudes, and behaviour of the character.

3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Outcomes

By the end of English 2202 students will be expected to

- 3.1 demonstrate sensitivity and respect in interaction with peers and others in both informal and formal situations
- 3.2 discuss and experiment with some language features in formal, defined structures that enable speakers to influence and persuade audiences
- 3.3 adapt language and communication style to audience, purpose, and situation

Suggestions for Teaching and Learning*Expectations*

Students will develop an understanding of how point of view and issues are created, established, and influenced by the ways in which communication takes place. Students must be able to make adaptations in their oral language in order to function appropriately in each form.

By responding to controversial and/or thought-provoking stimuli provided by the teacher, students have opportunities to express their understandings of others' perspectives and the reaction of others' to various texts. Through such interactions, students will develop empathy and will express their understanding of others.

Students might, for example,

- restate a point to their opponents' satisfaction before responding to it or raising a new one; treat the arguments of other speakers with respect
- identify possible counter arguments or evidence to their stated position
- speak to an official on behalf of a delegation
- address a small group and invite response
- prepare a video advocating a position on a particular issue
- participate actively in round table discussion
- describe how TV and radio advertisements use language (and the attributes of language) to gain their effects
- in teams, prepare and present arguments for the defence and prosecution based on a brief sketch/outline of a court case
- use power/impact of media techniques (e.g., visual and audio effects, contexts, camera angles, use of experts, selective editing, repetition) to strengthen presentation
- engage in choral speaking, Story Theatre, etc.

3. Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

Suggestions for Assessment*Focus on*

- awareness of purpose, audience, and situation
- language choices - tone, style
- content, organization, and delivery

*Informal Assessment Measures**Observation*

- active participation
- active listening
- questioning
- willingness to experiment with different forms
- growth in speaking, listening, and social skills

Notes/Vignettes*Extensions*

Students create their own formal media expression - documentary, play, etc.