

8. Students will be expected to use writing and other ways of representing to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning; and to use their imaginations.

Outcomes

By the end of English 2202 students will be expected to

- 8.1 use writing and other ways of representing to
- explore, interpret, and reflect on their experiences with a range of texts and issues
 - monitor the language and learning processes and strategies they use
 - record and assess their achievements as language users and learners
 - express their feelings, and reflect on experiences that have shaped their ideas, values, and attitudes

Suggestions for Teaching and Learning

At all levels, students need opportunities to use expressive writing and other ways of representing to express, sort out and reflect on ideas, feelings, perceptions, attitudes, and responses.

Students need to explore and experiment with the many ways by which they can know, learn about, and understand their world including ways to use drama and visual representing.

Appropriate learning experiences include those in which learners, for example,

- describe how they feel and what they think about a text/issue
- describe and account for the impact of a text/issue
- note their reactions, confusions, questions, associations, etc., as they read/view/listen
- write personal responses to literature and media texts
- keep response books for exploring their understandings of the complexities of characters/issues
- explore characters from other characters' perspectives
- record passages, extracts, etc., that intrigue them, delight them, or catch their attention in some way and reflect on the impact of these passages/extracts
- write alternative, hypothetical endings
- write letters to friends about the texts they read/view/listen to
- write creative spin-offs exploring some aspect of a text/issue
- relate several facets of a text to their interpretations
- recognize points of commonality between related issues or selections of texts
- use improvisation and storytelling to explore, clarify and reflect on their thoughts, feelings, and experiences
- establish criteria for their evaluation of texts
- write a review of a literary work
- adopt a position concerning an interpretation of a text
- select appropriate examples from a text in support of arguing a particular interpretation of that text
- make connections within and among texts and experiences
- demonstrate an awareness of the relationship between generalizations and examples in a critical response to text
- value their own responses and respect those of others
- keep some kind of log or journal to monitor and reflect on their learning

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Suggestions for Assessment

The language students use to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning may be rambling, unstructured, and hesitant. Such language is informal and essentially personal, both in the nature of its content and through its connections with a student's past life and experiences with texts and issues. The main purposes of this kind of writing/representing are to

- capture thoughts, feelings, perceptions, reactions, and responses
- explore their beliefs, principles, values, and biases
- develop and make sense of developing ideas and interpretations
- reflect on their initial responses and attitudes to texts and issues
- attempt to explain their responses and extend them

Focus

The first audience of these kinds of personal and informal texts is the *self*. The structure, content, and language of expressive writing, for example, has primarily been to satisfy the writer rather than some other reader or listener. It is only when the writing goes public—i.e., intended for an audience other than self—that standards of convention, precision, and accuracy of language and form should be a focus for assessment.

The primary focus of assessment should therefore be on

- the process not the product
- the extent to which the students can and do use writing and other ways of representing to explore, clarify and reflect on their thoughts, feelings, experiences, and learning
- the students' effective use of writing and other ways of representing to serve the purposes identified

Appropriate assessment strategies and activities include

- teacher-student conferences and interviews
- performance assessment and teacher observation
- self-assessment
- portfolio selections such as samples of log/journal entries, freewrites, or other kinds of expressive writing/representation

Notes/Vignettes

Forms

- questions
- brainstorming lists
- briefwrites, e.g., ideas that confuse, intrigue, evoke emotion
- marginal notation
- learning logs/journals/work diaries used by students to reflect on themselves as learners and on the complexities of the strategies and processes they are learning/using
- written conversation/dialogues, informal notes, and letters
- logs and journals: reading/viewing/listening response journal/log, thought book, writer's notebook, dialogue
- journal, double entry journal, group/collective journal, electronic journal
- electronic dialogue
- drawing, sketches, map, diagram, chart, graphic organizer, photographs
- audio and video forms

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Outcomes

By the end of English 2202 students will be expected to

- 8.2 use note-making strategies to document experience and reconstruct knowledge by
- paraphrasing
 - summarizing
 - using note cards, notetaking sheets, research grids
 - video or audio techniques

Suggestions for Teaching and Learning

It is important that teachers demonstrate, use, and teach students how to apply a variety of note-making methods for different purposes.

Appropriate learning experiences include those in which learners, for example,

- use notes to generate and record questions, thoughts, connections, memories, impressions, ideas, language, and topics
- use webbing and clustering
- use outlining and highlighting
- use charts and maps to organize information in ways that make sense to them
- use drawings, diagrams, and photographs
- paraphrase and summarize
- use categories, headings, and subheadings and modify them as necessary to make notes effective
- gather information from a wide range of sources to research a topic of personal interest (e.g., consult a recognized authority, extract data from library sources, access electronic databases)
- use interviews to explore and research a topic of interest
- use different note-making strategies to record and organize information effectively for specific purposes, selecting a note-making strategy appropriate to the task and the information source
- use standard abbreviations, acronyms, symbols, and their own system of abbreviations/shorthand
- use note cards, rearranging them to organize needed information
- use note-taking sheets to record ideas and information from one source at a time or to record ideas from several sources under different headings (using a separate sheet for each heading)
- experiment with video and audio techniques to gather information for a research project
- record all necessary bibliographical data about sources and record page numbers within sources for later reference in conducting research
- use a computer database to record and organize information
- share and compare notes and note-making strategies with other students
- collate individual notes in small-group discussion and write/produce some kind of collective record/report, e.g., group journal
- explore the use of photographs, diagrams, storyboards, etc., in documenting experiences

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Suggestions for Assessment

Focus

The focus of assessment should be on

- how students go about making and using notes
- the students' abilities to select appropriate note-making forms and strategies for different purposes
- the product—how effectively the note-making form selected helps students to explore, clarify, and reflect on their thoughts, feelings, experiences, and learning
- the extent to which students can and do make their own notes
- how effectively students organize and use their notes for specific purposes

Key Understandings

Assess students' understanding

- that making their own notes personalizes information and makes it easier to remember information and to use notes
- of what constitutes plagiarism and what are the consequences of presenting others' ideas without standard documentation

Appropriate assessment strategies and activities include

- teacher observation
- reviewing students' use of note-making in teacher-student conferences and interviews
- performance tasks
- self-assessment
- samples of students' notes in portfolio selections
- assessing notes and records as part of a research project evaluation

Notes/Vignettes

Forms

- lists, outlines, charts, webs, maps, and graphs
- single sentence summaries
- marginal notation
- graphic organizer
- drawings, sketches, diagrams, charts, jot notes, collages, and photographs
- 3-D construction model
- audio, video, and electronic forms of computer technology

Note-Making Guidelines for Students

- experiment with different forms and media
- record date and topic
- select only relevant information main ideas, important details
- make a note of perspectives that concur with/differ from their own
- try to make study notes clear and concise
- use abbreviations, symbols, illustrations
- pause every now and then during discussion/reading/viewing to note important ideas/information
- summarize or paraphrase in their own words
- note direct quotations when information or ideas have been stated particularly well or concisely
- review notes to add or revise ideas and information
- use circling, underlining, colour coding, and highlighting to identify key points, ideas, and words

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Outcomes

By the end of English 2202 students will be expected to

- 8.3 make informed choices of language and techniques to enhance the impact of imaginative writing and other ways of representing

Suggestions for Teaching and Learning

Teachers need to

- provide demonstrations and models
- plan learning experiences that enable students to create media and visual texts as well as print texts

Appropriate learning experiences include those in which learners, for example,

- use media creatively as tools for communicating their own ideas
- explore fantasy writing, ghost stories, and science fiction
- present their ideas in ways that are meaningful and engaging for them and for other audiences
- prepare a shooting script for the opening scene of a film based on a short story, including camera sequences, sound effects, and voice-overs
- write a dramatic monologue in prose, e.g., a character recounting the particular circumstances of an incident
- write a dramatic monologue in poetry
- use their understanding of audio, visual, and print elements to construct their own media productions
- write scripts for a variety of media and communication purposes
- use the aesthetic conventions of audio, visual, and electronic media with competence and originality to effectively express their experiences, ideas, and concerns
- experiment with combining forms of prose and poetry
- use figurative, visual, and verbal language to create personal expression

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Suggestions for Assessment

Focus

The focus of assessment should be on students'

- personal understanding through the process of writing and other ways of representing
- development of style and use of text structure
- discovery of personal purpose through writing and other ways of representing
- willingness to take risks with language to explore a range of effects
- consideration of audience and purpose in making choices about form, style, or content of writing
- selection of vocabulary and tone according to audience and purpose

Appropriate assessment strategies and activities include

- teacher observation
- reviewing students' use of note-making in teacher-student conferences and interviews
- performance tasks
- self-assessment
- samples of students' work notes in portfolio selections
- assessing notes and records as part of a research project evaluation

Notes/Vignettes

A Survivor's Guide to High School

Students research, write, and publish a manual for students entering high school. The teacher acts as editor, with students organized into work groups with responsibility for a section of the guide. Students generate topics, interview parents/care givers, teachers, administrators, employers and other students, and evaluate and synthesize the results into articles that will be important and interesting to students entering high school. Articles might include

- how to succeed on exams
- getting along with teachers
- avoiding conflicts
- drugs
- sex
- anger management
- managing time
- a community services directory
- an index of clubs and teams

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

Outcomes

By the end of English 2202 students will be expected to

- 9.1 construct increasingly complex texts using a range of forms to serve their purposes
- 9.2 create a clear and coherent structure in various forms of writing and media production
 - make informed choices of form, style, and content to address the demands of different audiences and purposes
 - use effective strategies to engage the reader/viewer
- 9.3 use audience feedback in the process of writing and media production to improve the effectiveness of final products

Suggestions for Teaching and Learning

Appropriate learning experiences include those in which learners, for example,

- present their ideas in ways that are meaningful and engaging for them and for other audiences
- transcribe a real or imaginary interview
- prepare resumés, reports, and memos
- write a report based on research/investigation
- write a feature article for a newspaper on some controversial issue
- script a feature item for a news broadcast on the same controversial issue
- prepare a shooting script for the opening scene of a film based on a short story, including camera sequences, sound effects, and voice-over
- write a one-act play containing two to four scenes
- write a dramatic monologue in prose, e.g., a character recounting the particular circumstances of an incident
- write a dramatic monologue in poetry
- use their understanding of audio, visual, and print elements to construct their own media productions
- write scripts for a variety of media and communication purposes
- use media production skills and technology to document events and activities and to express their ideas and concerns
- write a business letter (of complaint/request, to apply for a position, to lobby for a particular cause/issue)
- rewrite a passage from a science text book for grade 6 students
- write several accounts of the same incident from various points of view, e.g., a traffic accident from the points of view of a newspaper reporter, of the victim, of a bystander, and of the person responsible for the accident
- use a variety of presentation formats to share their research results with a variety of audiences

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

Suggestions for Assessment

The focus of particular assessment tasks might be on students'

- abilities to work effectively in collaborating with others to create text
- independent use of a range of strategies for planning, developing, reviewing, and editing their own texts
- abilities to identify the specific effect of context, audience, and purpose on written and media texts
- anticipation of the expectations and needs of readers/viewers
- knowledge of and facility with language (control of conventions, syntax, vocabulary, rhetorical techniques)
- knowledge of and facility with writing strategies
- confidence with language and writing as demonstrated through voice, tone, stance, and degree of ownership
- writing fluency
- grasp of the form
- abilities to establish and maintain a relationship with the reader/audience
- abilities to engage/influence the reader/audience
- engagement with the writing/media production task
- abilities to communicate and integrate ideas (information, events, emotions, opinions, perspective, etc.)
- appropriate use of details to support, develop, or illustrate ideas (evidence, anecdotes, examples, descriptions, characteristics, etc.)
- organization/arrangement of events, ideas, and details
- abilities to create effective leads, establish and maintain focus, and provide closure
- abilities to relate and arrange visual and verbal elements of text
- command of vocabulary
- effective use of reference materials
- draw on a wide range of forms to investigate and express feelings, attitudes, and ideas

Appropriate assessment strategies and activities include

- teacher observation
- reviewing students' use of note-making in teacher-student conferences and interviews
- performance tasks
- self-assessment
- samples of students' work notes in portfolio selections
- assessing notes and records as part of a research project evaluation

Notes/Vignettes

Teachers need to

- make judgements about students' achievement over time and across a range of tasks and experiences involving different purposes, audiences, and types of text
- provide demonstrations and models
- plan experiences that enable students to create media and visual texts as well as print texts
- respond to students' ideas as well as to the forms in which they express them

Search for an Ending

Students read a short story or view a video drama from which the ending has been deleted, then create their own ending in text or script form.

Students work in groups to assess the endings, considering style, continuity, atmosphere, tone, and logic. Students work together to develop a group product, using the most promising ideas from the endings they have created individually.

All of the endings, including the author's, are read to the class members who must decide which ending is the most effective and justify their choice.

10. Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.

Outcomes

By the end of English 2202 students will be expected to

- 10.1 apply a variety of writing/representation strategies to construct increasingly complex texts
- 10.2 demonstrate control of the conventions of written language in final products
- 10.3 make informed choices about the use of computer and media technology to serve their communication purposes
- 10.4 demonstrate a commitment to crafting a range of writing and other representations
- 10.5 use information from a variety of sources to construct and communicate meaning

Suggestions for Teaching and Learning

Appropriate learning experiences include those in which learners, for example,

- use reference tools effectively
- present information, making decisions about focus, significance, subordination, and exclusion
- use metaphoric/figurative/scientific language as appropriate for purpose/audience
- use a range of media (including but not limited to computers) to produce a text that effectively uses the attributes of the media to convey meaning to an audience
- apply the principles of good design to produce a variety of desktop published documents (e.g., posters, advertisements, newsletters, and magazines) using desktop publishing software
- compose and send personal e-mail to individuals within the school and to individuals in other parts of the world
- reply, forward, and send batch replies using an e-mail package
- produce various types of graphs using graphing software to communicate ideas
- discuss the principles of layout and typography
- explore the influence font, style, size, white space, format, column width, and margins have on meaning and feel of textual and graphic information
- plan and write a production for dramatic presentation
- improvise and develop a script for production

10. Students will be expected to use a range of strategies to develop effective writing and other ways of representing and to enhance their clarity, precision, and effectiveness.

Suggestions for Assessment

Focus

The focus of assessment could be students' abilities to

- use spoken, written, and visual language to accomplish their purposes
- make connections among message, audience, and context
- make their own decisions about what changes to make in their writing regarding length, form, content, focus, and language choices
- apply effective strategies to revise, edit, and proofread a piece of writing they have chosen to take through several drafts to presentation/publication (e.g., use time-saving strategies for editing)
- use linguistic structures and features to attempt to influence audiences, e.g., analogies, metaphors
- note how writers/producers achieve particular effects and try to use these techniques in their own writing/media production
- carefully select information to convey a convincing point of view
- use relevant examples to support opinions, recognizing that readers need to be convinced by thoughtful argument rather than simple assertions

Appropriate assessment strategies and activities include

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Example:

- students experiment with designing a text for one audience, then alter its content and style for another
- students study and select the best layout from a range of resumés and produce their own using a word processor, following the layout of the chosen model

Notes/Vignettes

Using Technology

Students could

- subscribe to chat groups and newsgroups of interest to them and participate in electronic discussions
- explore the issue of privacy loss and authenticity problems associated with e-mail
- establish a Web site or lists promoting conversation on a social or an environmental issue

