

DOCUMENT RESUME

ED 169 536

CS 204 761

TITLE English 8-12 Secondary Guide.
INSTITUTION British Columbia Dept. of Education, Victoria.
PUB DATE [78]
NOTE 23p.; For related documents, see CS 204 759-761 ;
Best copy available

EDRS PRICE/ MFO1/PC01 Plus Postage.
DESCRIPTORS *Behavioral Objectives; Curriculum Planning;
Educational Needs; *Educational Objectives; English
Curriculum; *English Instruction; *Language Arts;
Learning Processes; Resource Guides; Secondary
Education

ABSTRACT

Designed to provide a foundation for the selection of appropriate organizational patterns, teaching methods, and learning resources, this guide presents a set of goals and learning outcomes for an English curriculum intended for grades eight through twelve. In outline form, the guide describes curriculum goals designed to help students to listen and to speak effectively; to foster an interest in reading; to develop in students a range of reading and study skills; to help students develop appropriate skills for writing sentences, paragraphs, and essays; to provide students with opportunities for writing various types of prose; to help students develop wide speaking, listening, reading, and writing vocabularies; to encourage a critical examination of mass media; to encourage students to read and enjoy literature, past and present; to extend students' knowledge of self and society through literature; to increase students' knowledge of literature, past and present; to increase students' ability to read literary works in depth; to develop students' knowledge and understanding of Canadian literature; and to encourage students to express themselves in a variety of genres. [MAI]

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ENGLISH 8-12
Secondary Guide

Curriculum Development Branch
Division of Educational Programmes Schools
Department of Education
British Columbia

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ACKNOWLEDGEMENTS

The Department of Education gratefully acknowledges the work of the following people, all of whom have served as members of the Secondary English Curriculum Development Committee in preparing this guide:

Bob Aitken
Diana Cruchley (Curriculum Consultant)
Alex Holm
Viviane McClelland
John McVicar
Jonathan Wisenthal

The contribution of the following individuals and groups is also acknowledged: the English teachers from districts throughout the province who reacted to draft versions of this guide and those who completed the Language B.C. questionnaires; the members of the Secondary English Revision Committee (John Ashworth, Stan Copland, Ruth Eldredge, Lee Hunt, Harry Locke, Viviane McClelland, Lee Mendoza, John Mercer, Jim Satterthwaite); the members of the Secondary Language Skills Committee (Bob Aitken, Sheila Borrowman, John McVicar, Jim Ross, Rosemary Sullivan); Ana Coluthia; the B.C. English Teachers' Association Executive; the English and English Education Departments of the University of British Columbia, Simon Fraser University, and the University of Victoria, and the community colleges.

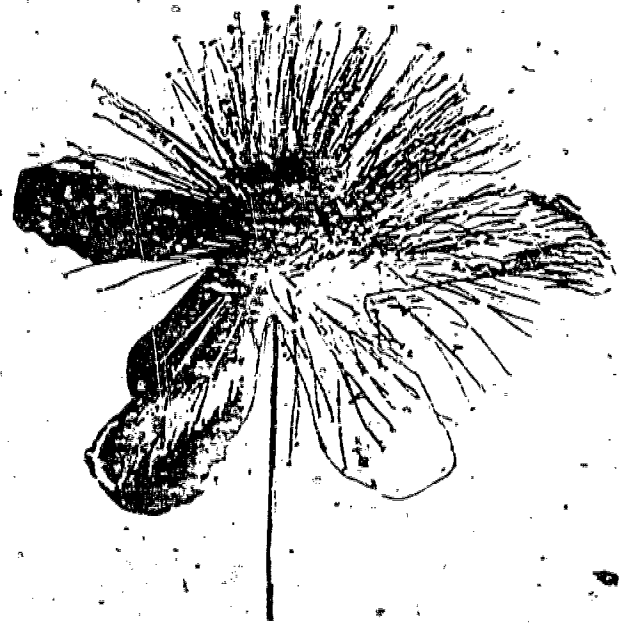


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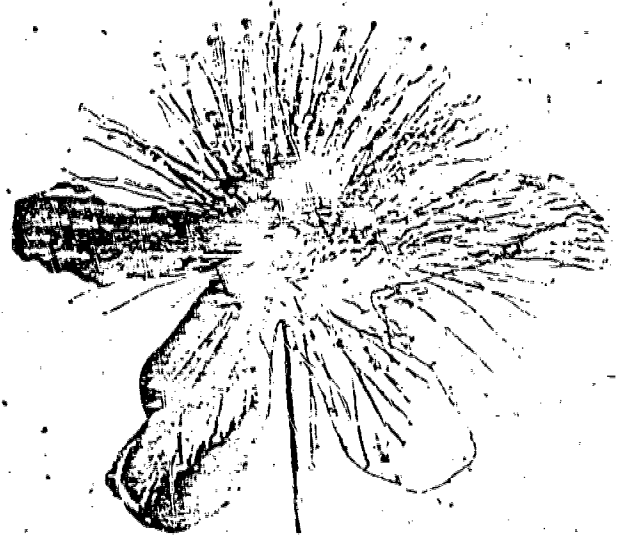
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INTRODUCTION

At the centre of the educational process lie the communications skills of language — listening, speaking, reading, and writing. The development of these skills makes available to students, through their study of literature, the heritage of civilizing ideas.

The study of English is always a complex integration of skills, attitudes, and knowledge. At its best an English lesson not only helps students to acquire a variety of essential skills but at the same time extends their knowledge of the world.

English study is a progression from the simplest elements of communication to a sophisticated response to language in all its forms. Progression along this continuum depends in part on the age, maturity and abilities (native and learned) of the student. The challenge of teaching English lies in adapting and applying the program to the specific needs and abilities of the student.

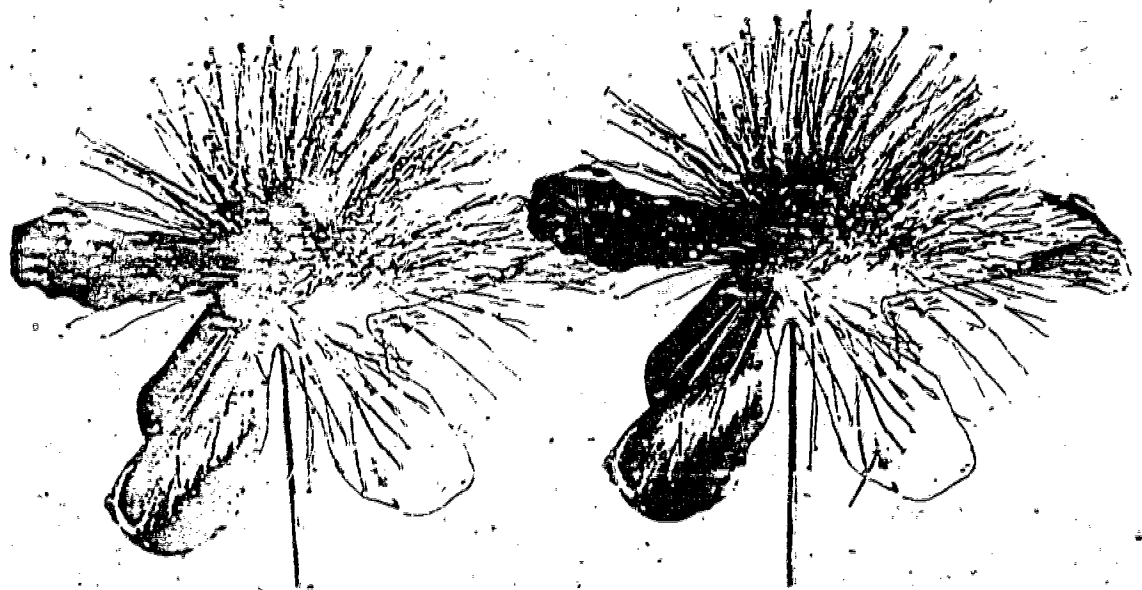


THE CHANGING ENGLISH CURRICULUM

This curriculum guide was produced in response to a widely expressed need for a clear outline of the knowledge, skills and attitudes to be developed within the English 8-12 curriculum. As such, it provides a foundation for the selection of appropriate organizational patterns, teaching methods and learning resources.

The changing nature of the English curriculum is reflected in the goals and learning outcomes. Major attention continues to be focused on communication skills and the study of literature but there is also an increased attention to recreational and developmental reading, Canadian literature, listening, and speaking skills, and the mass media.

This Secondary English program (8-12) continues the Resource Course concept of previous revisions. A wide variety of material is available so that teachers may choose those materials most suited to the skills, knowledge, maturity, and interests of the students.



THE USE OF THE GUIDE

The guide consists of a set of goals and learning outcomes for the entire Secondary English program. In using the guide the following should be kept in mind:

1. Each district must make accessible to each student the total English program including all goals and learning outcomes.
2. Those learning outcomes printed in bold* are those in which all students must receive instruction. All of these learning outcomes should be approached each year at increasing levels of sophistication.
3. The remaining learning outcomes will apply to a varying degree to students, depending on ability, cultural background, maturity, and interests.
4. Because the English program is a complex continuum, the goals and learning outcomes are not divided into courses or grade levels. They are intended to provide a suitable structure for course development and materials selection at the local level.

It is imperative that the English teachers of each school district discuss these goals and learning outcomes and decide on the degree of emphasis and levels of expected achievement for each course offered in the district.

Translation of goals and learning outcomes into specific behavioural objectives and teaching strategies, course design, selection of texts, and evaluation procedures should also be undertaken at the school or district level.

5. Teachers should discuss with their students the goals and learning outcomes of the English program so that the students too may see the overall intent of a course and measure their progression through it.
6. Many schools are offering increasing numbers of elective courses in addition to Creative Writing 11 and English Literature 12. These courses are all parts of the total English program and should therefore include the relevant goals and learning outcomes from this guide; however, additional goals and learning outcomes might be necessary.
7. In implementing this guide teachers should keep in mind that whatever analytical divisions a curriculum guide might make for purposes of clarity, such divisions obviously will not dictate the way in which material is presented in the classroom.

This Guide, unlike its predecessors, does not include lists of current textbooks, recommended supplementary materials, recommended course and unit outlines, or suggested teaching strategies. It is anticipated that these will be published separately in the form of Secondary English Resource Books and a series of Developmental Reading Handbooks.

THE IMPORTANCE OF EVALUATION

Evaluation determines whether, and to what extent, the learning outcomes have been achieved. Its purpose is not only to establish whether the minimum course standards set by the district or school have been met but also to improve educational decision making.

If knowledge of a test result, checklist, or any other form of measurement does not enable one to make a better decision, then the instrument serves little purpose. However, if one critically examines these measurements and combines this data with information from informal observations and judgments, one can make better decisions about teaching and learning.

Some examples of how evaluation might be used include:

1. determining student knowledge, skills, and attitudes at the start of a course or unit. This will enable the instructional program to be tailored to both the needs of the individual and those of the group.
2. ongoing evaluation during a course or unit enables students to assess their progress and teachers to diagnose weaknesses and alter methods or materials accordingly.
3. evaluation at the end of a course or unit enables the teachers to know the degree to which outcomes have been achieved and to make judgements on the overall effectiveness of the instructional program.

Three audiences receive direct benefit from evaluation: students — who receive concrete information about their progress; teachers — who are able to plan programs based on factual information; and parents — who deserve a clear statement of what students are learning.

Specifically within the English program, an important area for evaluation is student writing. Regular, evaluated paragraphs or essays provide an opportunity for the learner to practice the skills of writing which have been taught, and provide feedback on progress toward the mastery of those skills. For the teacher, an analysis of individual and group errors allows future instruction to be based on actual needs.

The listening and speaking areas can be evaluated almost as precisely provided that the teacher develops a checklist, or other instrument, that makes careful, recorded observations of student behaviour possible. This brings the evaluation closer to an accurate record rather than a "gut reaction".

Evaluation misused can be destructive. Evaluation overused can interfere with the process it is designed to assist. Evaluation not used, however, denies teacher, student, and parent valuable information on progress being made.

GOALS AND LEARNING OUTCOMES

— SECONDARY ENGLISH

GOALS

Program goals are a series of general statements outlining the intent of the program.

For example: "The secondary school English program will develop students' knowledge and understanding of Canadian Literature".

LEARNING OUTCOMES

Learning outcomes are a series of more specific statements, arising from the program goal. Learning outcomes indicate what general skills, experiences, attitudes or knowledge the student should have acquired during the course of the program. A learning outcome, unlike a performance objective, does not specify the degree of proficiency expected of the student or how this proficiency will be measured.

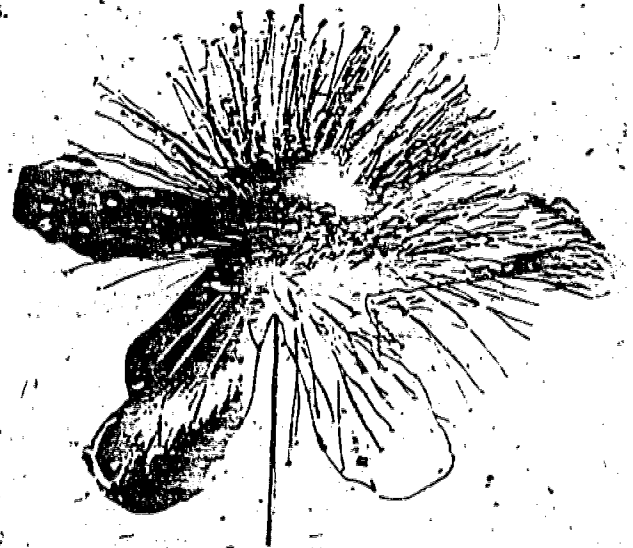
A typical learning outcome is: "By the end of the secondary school English program, students should have some knowledge of recurring themes expressed in Canadian literature; examples might include:

- (a) the hostile environment
- (b) the native heritage
- (c) the American presence."

It is very important to note that the examples are not intended to be a checklist of items to be taught. They are included where they could clarify the meaning or the level of difficulty intended. Many more examples should be added by the English teacher to the learning outcomes.

SEQUENCE OF GOALS AND LEARNING OUTCOMES

The goals and learning outcomes are not necessarily of equal weight, nor are they listed according to priority. The goals have been organized with the communications skills at the beginning followed by those goals and learning outcomes related to the knowledge, enjoyment, and critical examination of literature. Because they are learned simultaneously, skill, attitude and knowledge learning outcomes have not been separated into distinct categories.



GOAL 1

The secondary school English program will
HELP STUDENTS TO LISTEN EFFECTIVELY

There is a decided difference between passive hearing and active listening. The skills and attitudes that mark this difference should be developed in integration with other related areas. (eg: speaking) and through specifically structured activities.

LEARNING OUTCOMES:

By the end of the secondary school English program, students should:

- A. understand the importance of listening skills in conversation and discussion.
- B. have participated in a variety of listening experiences; examples might include:
 1. speeches, debates, discussion
 2. radio and television news broadcasts, editorials, interviews.
 3. readings of drama, prose, poetry.
- C. be able to demonstrate understanding of oral presentations by such responses as:
 1. taking organized notes
 2. asking intelligent questions
 3. presenting opposing points of view.
- D. respect the right of a speaker to present an opinion and the right of others to hear that opinion.
- E. realize that personal values, prejudice or emotional reactions may increase or reduce the ability to listen effectively.
- F. be able to detect bias and the techniques of propaganda.

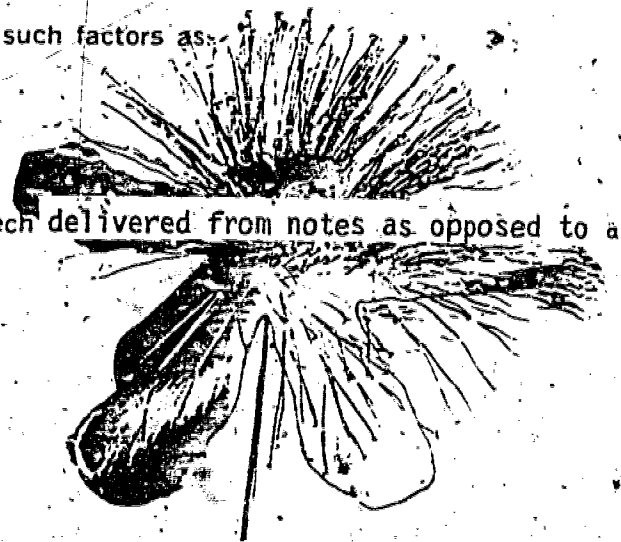
GOAL 2

The secondary school English program will
HELP STUDENTS TO SPEAK EFFECTIVELY

LEARNING OUTCOMES:

By the end of the secondary school English program, students should:

- A. be able to present ideas systematically.
- B. have participated in a variety of speaking experiences; examples might include:
 1. debates
 2. dramatizations
 3. discussions or conversations
- C. be able to adapt speaking styles to particular audiences or purposes, giving attention to such matters as:
 1. appropriate vocabulary and usage
 2. appropriate tone
 3. nonverbal cues to emphasize, entertain, or signal a change of thought.
- D. be able to use effective speaking techniques; examples might include:
 1. projection
 2. emphasis
 3. enunciation
- E. understand the effect on communication of such factors as:
 1. eye contact
 2. mannerisms
 3. body language
- F. be aware that communication may be affected by such factors as:
 1. room size and acoustics
 2. seating arrangements
 3. time limits
- G. understand the different effects produced by a speech delivered from notes as opposed to a speech that is memorized or formally read.



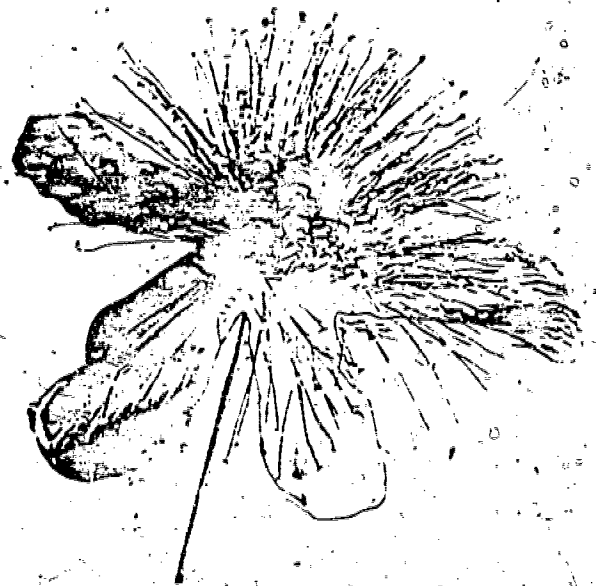
The secondary school English program will
FOSTER AN INTEREST IN READING

Because some students entering the secondary school are disabled readers or have a negative attitude towards reading, this goal separates reading from the study of literature. Before students can undertake a serious study of literature, they must be both able and willing to read. Often a change in attitude must precede improvement in skill. Giving students materials that interest them and which they can read may lead students to realize that reading can have value as a source of enjoyment and as a source of information.

LEARNING OUTCOMES:

By the end of the secondary school English program, students should:

- A. enjoy reading as a recreational activity.
- B. be familiar with and have read a wide variety of materials; examples might include:
 - 1. newspapers
 - 2. magazines
 - 3. books of fiction and non-fiction.
- C. recognize that reading is an important source of information.



GOAL 4

The secondary school English program will
DEVELOP IN STUDENTS A RANGE OF READING AND STUDY SKILLS

Some students will have already mastered certain of the learning outcomes of this goal in elementary school. For those who have not, basic reading instruction must continue. Some of the learning outcomes go beyond the area of English and belong to the area of general reading and study skills. No attempt has been made, however, to list all the special reading skills required by other subjects since these are best taught by the subject teacher.

LEARNING OUTCOMES:

By the end of the secondary school English program, students should:

- A. be continuing to build a broad reading vocabulary.
- B. be able to recognize and use structural clues (roots, prefixes, and suffixes) to derive the meaning of unfamiliar words.
- C. be able to recognize and use context clues to derive the meaning of unfamiliar words.
- D. be able to use a dictionary to find the pronunciation and meaning of unfamiliar words.
- E. understand ideas and information that the writer has explicitly stated (i.e. at the literal level of comprehension).
- F. understand what the writer may have implied (i.e. at the inferential level of comprehension).
- G. be able to read critically; examples of critical reading skills might include:
 1. identifying author's purpose
 2. distinguishing between fact and opinion
 3. distinguishing between logical and illogical arguments.
- H. be able to adjust their reading rate to suit the purpose for reading and the difficulty of the material.
- I. be able to adjust their methods of reading to the differing purposes and organization patterns of narrative and informational materials.
- J. be able to use such features of a book as heading, index and glossary.
- K. be able to locate information in a variety of sources; examples might include:
 1. operating manuals
 2. encyclopedias
 3. card catalogues.
- L. be able to organize information effectively through the use of appropriate skills; examples might include:
 1. note taking
 2. outlining
 3. summarizing.

GOAL 5

The secondary school English program will
**HELP STUDENTS DEVELOP APPROPRIATE SKILLS FOR WRITING
SENTENCES, PARAGRAPHS AND ESSAYS**

LEARNING OUTCOMES:

By the end of the secondary school English program, students should:

- A. be able to generate, organize, and substantiate ideas.
- B. understand that a sentence must be communicating about something (the subject) and that a statement must be made about the subject (predicate).
- C. be able to write sentences of varying complexity.
- D. be able to organize ideas into effective paragraphs, considering such factors as:
 - 1. limiting the topic
 - 2. unity and coherence
 - 3. methods of development.
- E. be able to write multi-paragraph compositions with economy and precision.
- F. be able to write a formal research essay attending to such matters as:
 - 1. acknowledging sources
 - 2. using quotations effectively
 - 3. drawing logical conclusions.
- G. be able to adapt their writing styles to particular audiences and purposes.
- H. revise their writing to eliminate errors in usage, spelling, and punctuation.
- I. revise their writing to eliminate common syntactical errors; examples might include:
 - 1. run-on constructions
 - 2. lack of subject-verb agreement
 - 3. incorrect use of pronouns.
- J. be able to revise their writing to improve clarity and style.
- K. proofread their final draft.
- L. write neatly and legibly.
- M. have a functional knowledge of a system of English grammar for the improvement of clarity and precision.

GOAL 6

The secondary school English program will
**PROVIDE STUDENTS WITH OPPORTUNITIES FOR WRITING
VARIOUS TYPES OF PROSE**

LEARNING OUTCOMES:

By the end of the secondary school English program, students should:

A. be able to write paragraphs for various purposes; examples might include:

1. giving directions
2. describing or narrating
3. supporting an opinion.

B. be able to write various kinds of compositions; examples might include:

1. newspaper article
2. directions for building or repairing something
3. critical analysis.

C. be able to write effectively for the purpose of conducting personal business; examples might include:

1. letters of application
2. personal resumés
3. credit applications.



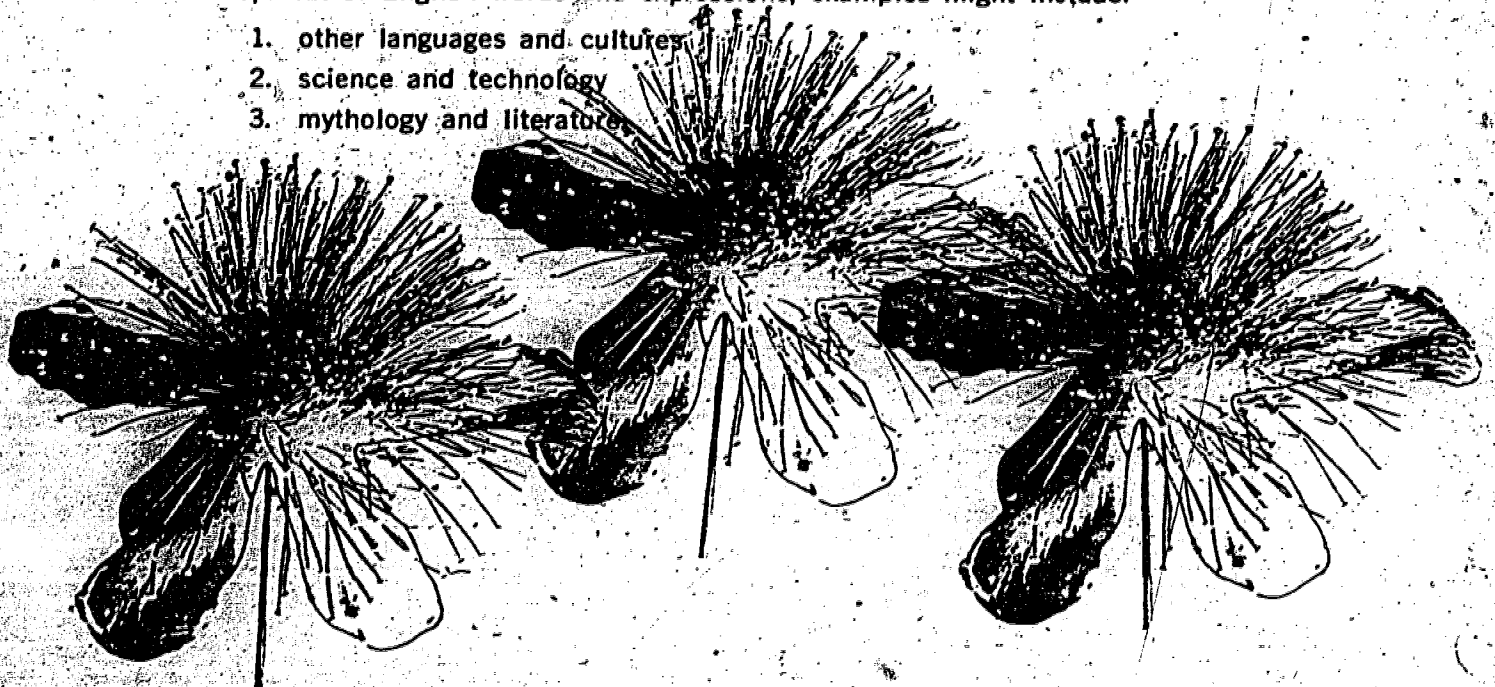
GOAL 7

The secondary school English program will
**HELP STUDENTS DEVELOP WIDE SPEAKING, LISTENING,
READING, AND WRITING VOCABULARIES**

LEARNING OUTCOMES:

By the end of the secondary school English program, students should:

- A. have an interest in words and idioms, and a desire to learn and use new ones.
- B. have acquired a broad vocabulary that will be useful in academic, vocational, and social contexts.
- C. recognize and be able to use appropriately the various levels of diction:
 1. formal
 2. informal
 3. slang.
- D. understand the effect of context on the meaning of words.
- E. analyze the elements of word structure (roots, prefixes, and suffixes) as an aid in understanding words.
- F. understand the difference between denotation and connotation.
- G. recognize that inflated and pretentious language may detract from clarity.
- H. be aware that figurative expression can enrich and clarify spoken and written language.
- I. make efficient use of basic reference books such as dictionaries.
- J. have acquired some knowledge of the many historical and contemporary influences on the development of English words and expressions; examples might include:
 1. other languages and cultures
 2. science and technology
 3. mythology and literature



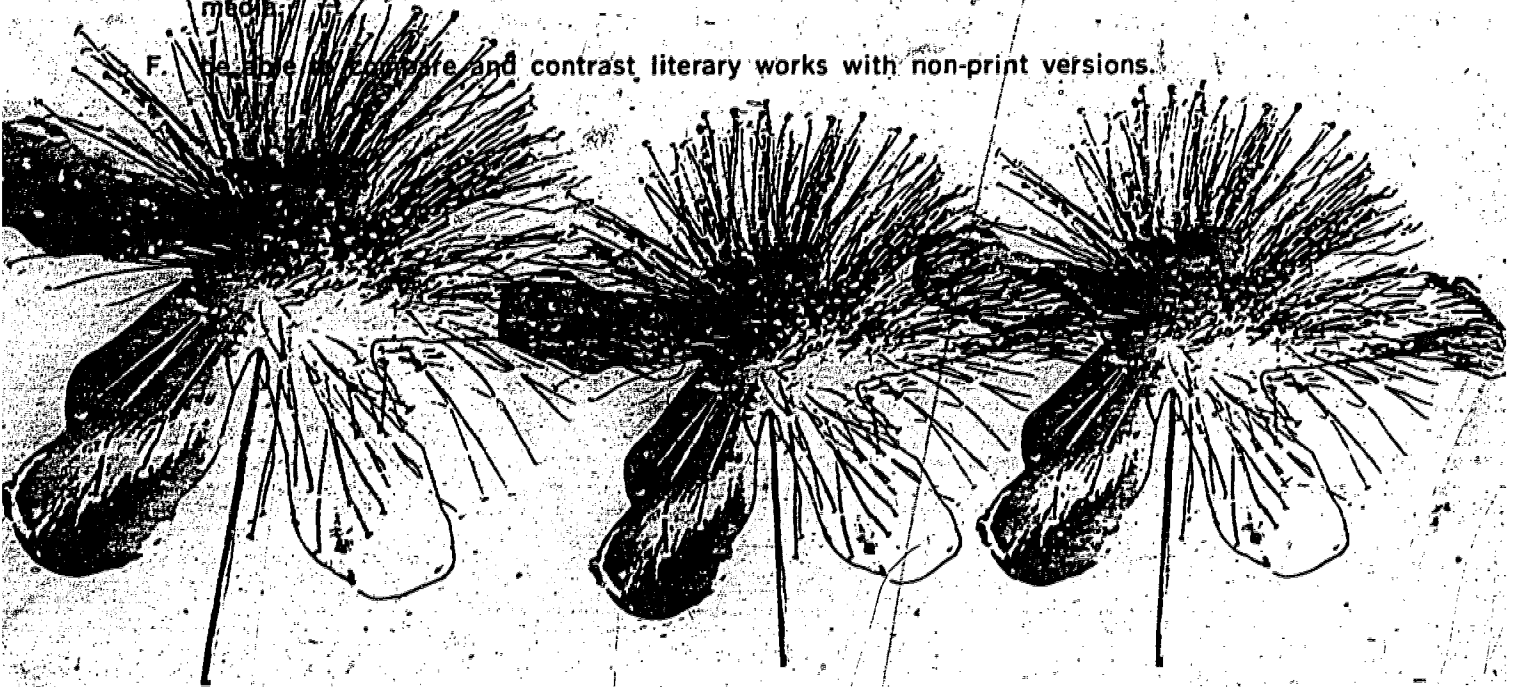
GOAL 8

The secondary school English program will
ENCOURAGE A CRITICAL EXAMINATION OF MASS MEDIA

LEARNING OUTCOMES:

By the end of the secondary school English program students should:

- A. understand the functions and influences of various mass media; examples might include:
 1. to entertain and inform
 2. to persuade
 3. to sell commercial products.
- B. be able to make discriminating choices in their consumption of media.
- C. be able to identify and understand the uses of various persuasive devices; examples might include:
 1. oversimplification
 2. lighting effects
 3. background music.
- D. be able to identify and understand the uses of false logic in material heard or read; examples might include:
 1. false analogy
 2. red herring
 3. "straw man" argument.
- E. appreciate the psychological impact on an individual of image, sound, and context in non-print media.
- F. be able to compare and contrast literary works with non-print versions.



GOAL 9

The secondary school English program will
ENCOURAGE STUDENTS TO READ AND ENJOY LITERATURE, PAST AND PRESENT

LEARNING OUTCOMES:

By the end of the secondary school English program, students should:

- A. have read various types of novels and short stories.
- B. have read various types of poetry; examples might include:
 1. narrative
 2. lyric
 3. dramatic.
- C. have read various types of non-fiction; examples might include:
 1. autobiography
 2. essay
 3. diary and journal.
- D. have read various types of drama; examples might include:
 1. farce
 2. tragedy
 3. theatre of the absurd.
- E. be able to discuss, with some insight, literary works they have read.
- F. have had an opportunity to read literature aloud; examples might include:
 1. participation in play readings
 2. reading poetry aloud
 3. reading dialogue in novels.
- G. have had an opportunity to memorize favourite lines or passages from literature.
- H. understand through experience that concentrated attention to a literary work can provide insight and pleasure.
- I. voluntarily read a broad variety of literature, including fiction and non-fiction of the past and present.
- J. enjoy sharing with others their opinions, impressions, and feelings about their reading.
- K. desire to attend performances of plays, readings of poetry and prose, etc.

GOAL 10

The secondary school English program will

EXTEND STUDENTS' KNOWLEDGE OF SELF AND SOCIETY THROUGH LITERATURE

LEARNING OUTCOMES

By the end of the secondary school English program, students should:

- A. be able to identify values and attitudes expressed in works of literature, and compare these with their own.
- B. have increased, through their reading of literature, their awareness of the diversity and complexity of human experience.
- C. have increased, through their reading of literature, their awareness of concerns shared by people of different periods and societies.
- D. be aware of the ways in which universal concerns are reflected in the myths and legends of various peoples.

GOAL 11

The secondary school English program will
INCREASE STUDENTS' KNOWLEDGE OF LITERATURE, PAST AND PRESENT

LEARNING OUTCOMES:

By the end of the secondary school English program, students should:

- A. have read some contemporary and historical works of fiction, drama, and poetry that are generally recognized as having literary merit.
- B. understand and be able to use literary terms relevant to the discussion of works of literature which they have read.
- C. recognize various types of novels, short stories, poems, non-fiction, and plays which they have read, and be able to discuss their characteristics; examples of such types might include:
 1. tragedy
 2. science fiction
 3. ballad.
- D. be able to recognize and understand an author's use of technical devices; examples of such technical devices might include:
 1. narrative point of view
 2. imagery
 3. stage directions.
- E. recognize that matters of form (such as the use of literary devices) are important only in relation to content and meaning.
- F. have some awareness of the historical development of English literature, which might include a knowledge of:
 1. characteristic forms of various periods
 2. characteristic themes of various periods
 3. economic, political, and intellectual influences of various periods.
- G. have some knowledge of the historical development of drama including such periods as:
 1. Greek
 2. Elizabethan
 3. Contemporary.
- H. know relevant information about the background to a literary work; examples might include:
 1. pertinent circumstances of the author's life
 2. authors' sources for their material
 3. public reaction to the work.
- I. have acquired some knowledge of major Greek and Roman myths and legends.
- J. have acquired some knowledge of the Bible as related to works of English literature.
- K. have read some works of literature translated from other languages.

GOAL 12

The secondary school English program will

INCREASE STUDENTS' ABILITY TO READ LITERARY WORKS IN DEPTH

LEARNING OUTCOMES:

By the end of the secondary school English program, students should:

- A. have read some literary works in sufficient depth to see the indivisibility of form and content: for example, a plot summary of *Hamlet* is not *Hamlet*.
- B. understand that a work of literature may have several levels of meaning.
- C. understand that a work of literature may have different meanings for different readers, and that more than one interpretation may have validity.
- D. be able to explain why, for them, one work of literature is more effective than another.
- E. be able to contrast the writing styles of different authors.
- F. be able to compare and contrast treatments of a particular theme within the same form or different forms.
- G. be able to perceive stylistic similarities between a work of literature and a work in another art form; examples might include:
 1. rhythm in poetry and music
 2. mood in fiction and painting
 3. symbolism in drama and painting.
- H. be able to comment on the significance of particular words and phrases in a literary work.
- I. understand that a serious response to a literary work may require strenuous attention and more than one reading.

GOAL 13

The secondary school English program will

DEVELOP STUDENTS' KNOWLEDGE AND UNDERSTANDING OF CANADIAN LITERATURE

A separate goal is devoted to Canadian literature in order to indicate the importance this area should have in British Columbia's secondary schools. It should be understood that the learning outcomes of the other literature goals apply equally to the study of Canadian literature.

LEARNING OUTCOMES:

By the end of the secondary school English program, students should:

- A. have read various works of Canadian literature.
- B. have some knowledge of the effects on Canadian literature of such factors as:
 - 1. history
 - 2. geography
 - 3. ethnic diversity.
- C. have some knowledge of recurring themes in Canadian literature; examples might include:
 - 1. the hostile environment
 - 2. the native heritage
 - 3. the American presence.

GOAL 4

The secondary school English program will

ENCOURAGE STUDENTS TO EXPRESS THEMSELVES IN A VARIETY OF GENRES

This section uses the word "opportunities" several times in order to indicate that students should not be forced into creative expression. While creative writing can be an end in itself, it can also be a way of helping students to achieve some of the learning outcomes stated elsewhere in this guide.

LEARNING OUTCOMES:

By the end of the secondary school English program, students should:

- A. have had opportunities to write prose fiction using such elements as:
 1. characterization
 2. setting
 3. theme.
- B. have had opportunities to write various types of poems.
- C. have had opportunities to write in the dramatic form; examples might include:
 1. monologue
 2. dialogue
 3. skit.
- D. have had opportunities to respond to literary works by creating imaginatively in other genres and artistic forms; examples might include:
 1. audio-visual presentations
 2. dramatizations
 3. pictorial representations.
- E. recognize that drafts and revisions are essential components of imaginative composition.

