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ABSTRACT

Intended to provide educators with a comprehensive overview of Alberta, Canada's Integrated Occupational English Language Arts Program for Senior High School Language Arts, English 16, Grade 10, this document combines a program of studies description and a curriculum guide into one document. The guide discusses the Integrated Occupational English Language Arts Program, which: (1) is designed for students who have experienced difficulty in learning; (2) is focused on the need of the learner to experience success; and (3) aims to enable students to become responsible members of society, develop entry-level vocational abilities, and recognize the need for lifelong learning. The guide is in 12 sections: (1) Rationale; (2) Philosophy; (3) Goals of the English 16 Program; (4) Model for the English Language Arts Program; (5) Interpersonal Skills and the Social Sphere; (6) Required and Elective Components; (7) Learning Resources for English 16; (8) Planning; (9) Methodology; (10) Evaluation; (11) Scope and Sequence; and (12) Program of Studies/Presentation of Content. (SR)

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INTEGRATED OCCUPATIONAL PROGRAM

Program of Studies/Curriculum Guide

Senior High School Language Arts

ENGLISH 16

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Curriculum

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ADDENDUM

Addendum to Integrated Occupational Program
Program of Studies/Curriculum Guides 16-Level Courses

COMMUNITY PARTNERSHIPS

School administrators and teachers are advised that the **APPLICATION FOR APPROVAL OF WORK SITES/STATIONS** (Parts A and B) must be completed for each work site/station at which an Integrated Occupational Program (I.O.P.) student is placed.

In addition, each student involved in any off-campus I.O.P. learning activity must be registered by the school/school jurisdiction as being placed in an approved work site/station.

Specific procedures and legislation about work experience (community partnerships) is provided in the following documents:

Alberta Education Program Policy Manual
(Available upon written request from Central Support Services,
11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2.)

Work Experience Program: Teacher Resource Manual Junior and Senior High School,
Alberta Education, 1990
(Available from the Learning Resources Distributing Centre,
12360-142 Street, Edmonton, Alberta, T5L 4X9.)

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Program of Studies/Curriculum Guide

Grade 10

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NOTE

CURRICULAR DOCUMENT FORMAT

To provide educators with a comprehensive overview of the Integrated Occupational Program, all I.O.P. curricular documents have adopted the format of combining the Program of Studies and Curriculum Guide into one document. The shaded statements or segments within this document indicate the prescriptive contents of the Program of Studies. All other advice and direction provided is suggested only.

The terminology and format used in this document reflect policy in effect when I.O.P. curriculum development began in 1987.

METRICATION POLICY

It is the policy of Alberta Education that "SI units become the principal system of measurement in the curriculum of the schools in the province". In preparing students for transition to the workplace where Imperial/U.S. measurements may still be in use, both SI metric and other units of measurement are addressed in the practical arts/occupational component of the Integrated Occupational Program.

The comparison/teaching of metric units with other units of measurement should be restricted to those that are relevant to student needs as reflected by common usage in course-related workplaces.

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RATIONALE

The Integrated Occupational Program (I.O.P.) was developed as an outcome of the Secondary Education Review and subsequent *Secondary Education in Alberta* Policy Statement (1985).

In recognition that the needs of both the individual and society may best be served through the provision of school experiences designed to meet student needs and abilities, the Policy Statement directs that a program be developed for students who have experienced difficulty learning. This program, beginning in Grade 8, is the Integrated Occupational Program and articulates with a similar program in the senior high school.

The Policy Statement further directs that:

> "A Certificate of Achievement will be awarded to those students who, because of their abilities and needs, have taken the Integrated Occupational Program. The certificate will recognize their achievement in that program." (p. 23)

The need to develop programs for students with exceptional needs rests on a fundamental belief about children, as expressed in the government's *Secondary Education in Alberta* Policy Statement (1985) "A respect for the unique nature and worth of each individual" (p. 7).

The Integrated Occupational Program rests on a number of additional beliefs and assumptions about the way children learn, the overall potential of these children and their learning needs in relation to societal demands. These beliefs and assumptions have a tremendous impact on program goals, design and implementation.

There is no fixed pattern, nor is there any predictability to children's learning, given a novel intervention such as an integrated curriculum. Each child's learning pattern, style and pace is unique, reflecting past experiences, and the Integrated Occupational Program is designed to address these differences. Though seen as "exceptional" in their learning needs, these children nonetheless fall within the "normal" range of learning potential, thus every effort must be made to offer experiences which provide equitable opportunities to participate in all aspects of life. Inherent in the Integrated Occupational Program is an overriding commitment to prepare these students for meaningful participation in our democratic society. (For additional information, refer to the *Integrated Occupational Program Information Manual for Administrators, Counsellors and Teachers*, Alberta Education, 1989, pp. 1-4.)

The purpose of the Integrated Occupational Program is to enable students to:

- become responsible members of society
- develop entry-level vocational abilities
- recognize the need for lifelong learning.

The Integrated Occupational English Language Arts Program provides a three-course sequence: English 16-26-36. The three courses allow students to meet the credit and course requirements of the Certificate of Achievement.

The Integrated Occupational Language Arts Program is designed for students who have experienced difficulty with language arts in the regular program, and focuses on the need of the learner to experience success. In particular, the Integrated Occupational English Language Arts Program will enhance student ability to:

- increase personal growth and become self-motivated and self-directed
- gain increased confidence in taking risks and accepting challenges

- participate responsibly in a changing society through the development of a sense of self-worth and confidence
- think conceptually, critically and creatively
- express ideas and thoughts clearly when writing and speaking
- read, listen and view with understanding and appreciation
- define themselves and their communities through exposure to literary and cultural heritage
- use technology to increase communication further.

The Integrated Occupational English Language Arts Program encourages teachers to use a variety of diagnostic tools to identify the student's current ability level and promote growth using individual abilities, needs and interests. The literacy demands of the home, school, workplace and community are addressed in the program through a wide variety of learning activities and strategies.

The English 16-26-36 program parallels the goals, concepts, skills and attitudes of the English 13-23-33 program in keeping with the abilities and needs of students and the philosophy of I.O.P. This articulation with the regular program may facilitate successful transfer of some students from I.O.P. to regular English courses. Additional goals, concepts, skills and attitudes are included in the Integrated Occupational Program Language Arts Program reflecting the nature and needs of the student and the life skills focus of the program.

Although the English 16-26-36 program parallels the English 13-23-33 program in numerous ways, differences occur in the following areas. (Additional information about the items listed below is provided within the preamble of this document.)

- Scope of the prescribed component. Concepts from the English 13-23-33 statement of content are incorporated into the program. Skills from English 13 and 23 are included or modified in keeping with abilities and needs of students for whom the program is intended. Additional skills relating specifically to media literacy, life skills and self-evaluation strategies are also included. Students are expected to develop positive attitudes toward lifelong learning and use language to enhance thinking.
- Evaluation. Ongoing teacher, peer and self-evaluation, using a variety of formal and informal methods, is encouraged in both English programs. Student ability to develop and apply self-monitoring and self-assessing strategies is emphasized throughout the Integrated Occupational Program. Evaluation in English 16-26-36 should promote success and focus on individual student growth based on a diagnostic/developmental approach.
- Integration across the curriculum. Where appropriate, language arts concepts, skills and attitudes are applied throughout the curriculum. Integration across the curriculum is designed to assist students to generalize language arts concepts, skills and attitudes in order to extend their application to other subject areas.
- Community partnerships. Activities designed to bring the community into the classroom and take the classroom to the community are major components of all I.O.P. courses. Community partnerships will enhance student awareness of community resources and assist students to apply curriculum to real life situations.
- Application to real life experiences. In keeping with the idea that individuals learn best when concepts, skills and attitudes are addressed within contexts that are interesting and meaningful, the prescribed components are related to student experiences and real life situations throughout this *Program of Studies/Curriculum Guide* and the *Teacher Resource Manual*. Integrating concepts, skills and attitudes across the curriculum and applying these to various real life situations provide opportunities for review and reinforcement.

- Learning styles. Learning styles of I.O.P. and regular program students may differ. The range of student learning styles within one I.O.P. classroom may vary greatly. Teachers are encouraged to determine learning styles and organize for instruction using a diagnostic/ developmental approach in keeping with student learning styles.
- Student and teacher resources. Student basic learning resources were selected in keeping with student abilities and needs and differ from materials selected for regular program students. Teachers are encouraged to use the English 16 *Program of Studies/Curriculum Guide*, the *Teacher Resource Manual* and community resources when planning for instruction.
- Teaching strategies. A variety of teaching strategies are suggested on the basis of their appropriateness to the developmental level of students for whom the program is intended. Teachers are encouraged to select and apply strategies that enable the learner to move from concrete to formal operational thinking, such as:
  - relating unfamiliar to familiar knowledge
  - identifying what students currently know about a topic/issue
  - applying a variety of questioning strategies
  - modelling instructional mediation activities to enhance student ability to think about thinking.

The English 16-26-36 program is designed to reinforce and/or extend concepts, skills and attitudes addressed in preceding language arts courses within appropriate contexts. In addition, new concepts, skills and attitudes will be introduced and developed in keeping with the abilities, needs and interests of students.

PHILOSOPHY

THE PHILOSOPHY OF THE LANGUAGE ARTS PROGRAM, GRADES 1-12

Certain fundamental principles relating to the nature of language, to children's development and to language learning have provided the theoretical framework for the development of the language arts program. Commitment to the program by teachers must be based on knowledge of what those principles are and on an understanding of what they mean in guiding the language process in school. The following then, are the principles and resulting implications which provide the major thrusts for the language arts program.

A language arts program should emphasize lifelong applications of language arts skills.

- Development of language arts skills is integrally related to success in one's further education, career and social life.
- Discriminating enjoyment of literature, live theatre, public speaking, films and other mass media can lead to an enriched use of leisure time.

Language use reflects the interrelatedness of the processes of listening, speaking, reading, writing and viewing.

- A language arts program that provides for a balanced approach must be based on the integrative nature of all aspects of receptive and expressive language skills.
- Language instruction should involve students in activities that focus on the unique contribution of the language skills when used separately and together.
- Classroom activities should incorporate experiences that reflect meaningful uses of language and provide for relating skills and content.
- A balanced program promotes the affective and psychomotor development of students as well as the cognitive dimensions of growth.

Language variation is an integral part of language use.

- Teachers must accept and respect the unique language of each student and provide for language growth in a classroom environment characterized by mutual respect, acceptance and trust.
- The role of the school includes helping students to recognize, appreciate and respect language differences.
- The acquisition of standard dialect should occur within a framework that provides opportunities for students to hear and practise appropriate language forms in a variety of language situations.

Senior High School Language Arts Curriculum Guide, Alberta Education, 1982.

Experience and language are closely interwoven in all learning situations. On the other hand, experiences expand students' language by providing them with new meanings and by modifying and enlarging previously acquired ones. On the other hand, as students gain in their ability to understand and use language, they can enter into, comprehend and react to a variety of experiences.

- Students must be given opportunities to enlarge their experiences, including direct experiences and those obtained vicariously through listening, reading and viewing.
- Students must be given help in finding and using language to clarify and organize their thinking and feeling about their experiences.
- As students develop concepts and understandings there should be a continuous building from concrete experiences and discovery toward more abstract study and learning.

Language expansion occurs primarily through active involvement in language situations.

- School experiences must maintain the link between the learner and what is to be learned through activities that encourage student participation.
- Students should be given opportunities to participate in experiences that require use of language in increasingly differentiated contexts.

Language is used to communicate understandings, ideas and feelings, to assist social and personal development and to mediate thought processes.

- Students need opportunities to gain competence in using language in a range of functions and in a variety of contexts.
- Students should use language to explore their own feelings and their relations with others.
- The school should help students extend their thinking skills and add meaning to their experiences.
- Language learning activities provided in the classroom should be organized for a balance which allows for a communication of understandings, ideas and feelings; social and personal development; and mediation of thought processes.

Language functions throughout the entire curriculum.

- The application of language skills is necessary for successful achievement in all subject areas.
- Teachers in all subjects must assume responsibility for appropriate application of communication skills as they relate to their particular areas.

In the early years, a child's thinking and language ability develop in his own dialect.

- Initial learning experiences fostered by the school must be based on the acceptance and use of the oral language that young children bring to school.

- The acquisition of receptive and productive control of school language (standard English) is preceded by the goal of facilitating initial learning in children's own dialects.

In the high school years, more emphasis should be placed on the recognition of quality and flexibility in the use of language.

- Students should become increasingly discriminating in their evaluation of communications in a variety of modes.

- Students should communicate with increasing maturity, logic and clarity.

Through talk, the students learn to organize their environment, interpret their experiences and communicate with others. As they mature, they continue to use talk for these purposes as well as to check their understandings against those of others and to build up an objective view of reality.

- At all levels of schooling classes should be organized so that there are opportunities for teachers and students to interact through the medium of talk.

- The recognition of talk as a significant vehicle for learning must consider the processes involved in understanding meaning conveyed by others as well as the student's own expression of meaning.

- Experiences are enriched when they are shared through conversation and discussion.

Through writing, the student can learn to clarify thought, emotion and experience, and to share ideas, emotions and experiences with others.

- Writing affords an opportunity for careful organization of one's picture of reality.

- Through writing, students can be encouraged to develop the precision, clarity and imagination demanded for effective communication.

- Through writing, students can become sensitive to different purposes and audiences in comm . . ation.

Various mass media have their own characteristic ways of presenting ideas.

- To discern the nature and value of ideas presented through mass media requires a knowledge of the language proper to a particular m dium.

- The school must help students develop a mass media literacy through an intelligent exploration of how ideas are conveyed and through discriminative reaction and personal use of media.

Literature is an integral part of language learning.

- Students should have many opportunities to experience and respond to literature at all stages of their development.

- Access to a wide variety of literary material is essential to a balanced comprehensive literature program.

GOALS OF THE ENGLISH 16 PROGRAM

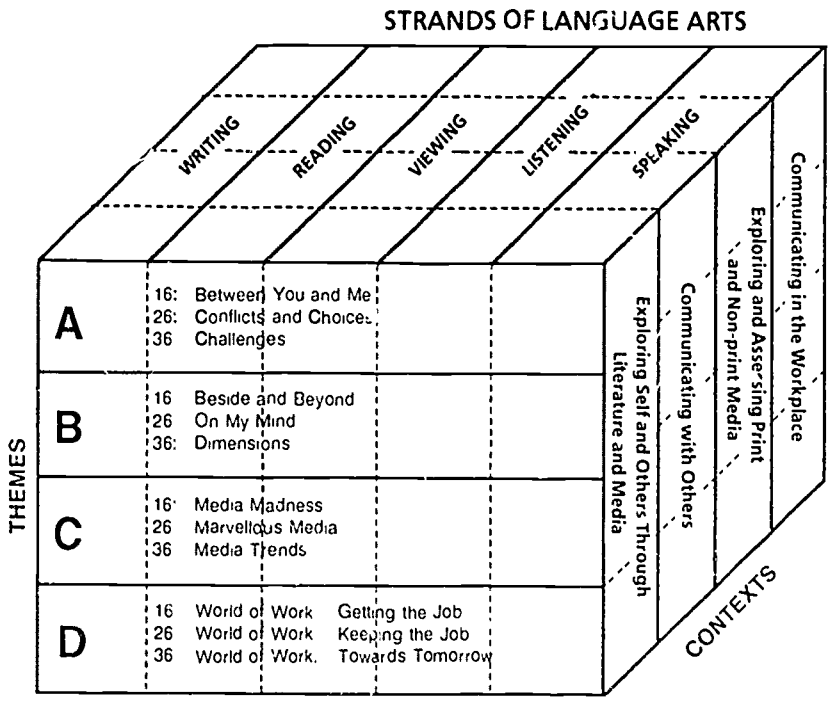
Students in the Integrated Occupational English Language Arts Program will be expected to:

- communicate with effectiveness at school, at home, in the workplace and in the community
- develop listening, viewing, reading, writing and speaking skills through literature, and print/electronic media
- communicate with self-confidence and self-esteem
- develop and apply critical and creative thinking skills, problem-solving strategies and decision-making strategies to enhance communication
- explore self and broaden personal experiences through literature and media
- demonstrate an understanding of the influence of literature, media and technology on self and others
- use technology to enhance communication
- select literature and media actively and critically
- develop and apply language strategies for generalizing and transferring concepts, skills and attitudes to unfamiliar situations
- demonstrate an awareness of the value of language to lifelong learning.

MODEL FOR THE ENGLISH LANGUAGE ARTS PROGRAM

The developmental model for the Integrated Occupational English Language Arts Program illustrates an integration of program dimensions. The three faces of the developmental model provide the basis for an integrated program. Prescribed components of the program are shaded.

- The language arts STRANDS and related CONCEPTS, SKILLS and ATTITUDES on the top face of the developmental model constitute the prescribed component of the program and are detailed in the Scope and Sequence Charts (pp. 38-49).
- The four organizers on the right face of the model provide the meaningful, life skills CONTEXTS in which the concepts, skills and attitudes relating to the strands are integrated. These contexts are presented in the Program of Studies/Presentation of Content (pp. 50-78).
- The THEMES provide another framework through which the learning of concepts, skills and attitudes may be facilitated and are presented in the *Teacher Resource Manual*. (Available through LRDC, see p. 14.) The themes are placed on the front face of the model to highlight their importance in planning integrated language activities.



Developing student ability to process information using skills, such as predicting, analyzing, synthesizing, evaluating and monitoring is emphasized throughout the program. Emphasis is also placed on:

- developing student awareness of skills and strategies used to process in ormation
- monitoring personal selection and application of process skills and strategies in keeping with the activity, situation, etc.

Critical and creative thinking skills are integrated within the program to enhance student ability to solve problems and make decisions.

CONCEPTS, SKILLS AND ATTITUDES AND THE LANGUAGE ARTS STRANDS

The language arts strands and related concepts, skills and attitudes reflect the prescribed component of the English program. This dimension of the program highlights the developmental nature of language learning, and promotes a diagnostic approach through the explicit identification and sequencing of prescribed skills. **Listening, speaking, reading, writing** and **viewing** pervade language and are addressed and integrated throughout the English language arts program. Selecting the strand or combination of strands which best corresponds to the situation contributes to maximum learning.

e.g., Student awareness of non-verbal cues during a discussion may enhance comprehension of the feelings and ideas of others.

Teachers are encouraged to identify students' strengths and weaknesses and sequence the prescribed concepts, skills and attitudes according to their abilities, needs and learning styles. Activities should be planned that will enable individual students to progress from their current to a higher level of functioning.

A variety of teaching strategies may be used to accommodate learning styles. To illustrate, instructions that are detailed or complex and depend heavily on short-term auditory memory could be addressed in the Integrated Occupational Program classroom through the use of a teaching strategy that presents alternative forms of the same information. Pictures, diagrams or posted instructions will act as permanent external stimuli assisting the student to follow instructions accurately and successfully.

The Integrated Occupational English Language Arts Program places special emphasis on promoting individual awareness and knowledge about the techniques that enhance effective communication. The majority of people learn appropriate strategies through everyday experiences. Due to perceptual, rather than academic factors, some students may lack this tacit knowledge. Expanding awareness while addressing the five language strands will prove beneficial to the social and academic development of Integrated Occupational Program students.

Emphasis is placed on processing information using critical and creative thinking skills, such as predicting, analyzing, evaluating and synthesizing. The intent is to enable students to become increasingly aware of personal thinking processes and to apply a variety of thinking processes to solve problems and make decisions. Educational research suggests that modelling behaviour and providing practice will enhance student development of appropriate strategies. Encouraging students to develop personal problem-solving/decision-making strategies may prove to be beneficial since individuals often remember and apply self-developed strategies more frequently than those offered by others.

The transience of knowledge and the rapid pace at which working environments change make critical and creative thinking skills and self-awareness important in everyday life. Activities to develop students' abilities to process and apply information are provided in concert with activities designed to promote competence in the basic skills.

CONTEXTS

In keeping with the idea that individuals learn best when course content is addressed within meaningful contexts, the concepts, skills and attitudes of the program are integrated and clustered into four sections. These four sections relate to:

- frequent demands placed upon individuals in everyday life
- enhancing one's understanding of thoughts, feelings, ideas and behaviours
- recognizing the importance of using literature and media to enhance communication skills.

The Presentation of Content section of this document (pp. 50-78) presents the prescribed components of the program organized into the following context areas:

A: Exploring Self and Others Through Literature and Media
B: Communicating with Others
C: Exploring and Assessing Print and Non-print Media
D: Communicating in the Workplace

The learning objectives listed in the Presentation of Content are related to applications in real life and across the curriculum.

THEMES

The thematic approach provides the applications and tasks in which concepts, skills and attitudes are combined into meaningful activities. Organizing instruction into themes integrates concepts, language arts skills, attitudes, process skills and inquiry strategies to focus attention on a particular topic, issue or concern.

Using themes provide opportunities for students to develop concepts, skills and attitudes within contexts. Language skills can be successfully learned in conjunction with language exploration in thematic units. The *Teacher Resource Manual* comprises four thematic units at each grade level, in which the prescribed concepts, skills and attitudes are clustered and addressed.

The thematic approach to language learning has many advantages. Thematic units:

- aid in the natural integration of language skills. The relationships among such processes as critical thinking, decision making and organizing are reinforced as language is deployed as a means of investigating, sharing, reflecting and reacting to real issues that affect the students' lives. In addition, an appropriately constructed theme unit provides for activities at all levels of thinking, such as recalling, applying, analyzing, synthesizing and evaluating
- provide for cumulative development of background concepts, skills and attitudes, enabling students to retain, relate and transfer from day to day
- furnish opportunities to review concepts, skills and attitudes in novel contexts, thus promoting transfer. Accessing prior knowledge and providing links to new contexts is an important component of an integrated program
- encourage flexibility to respond to student interests and wants which are powerful tools in advancing individual motivation and skill development. Learning is more readily facilitated when students perceive ownership for the learning contexts
- allow for accommodation of individual differences in interests, abilities and learning styles

- provide opportunities to include a wide variety of activities including issues and problems of the local community
- promote the use of various media, technology, other resources and instructional approaches.

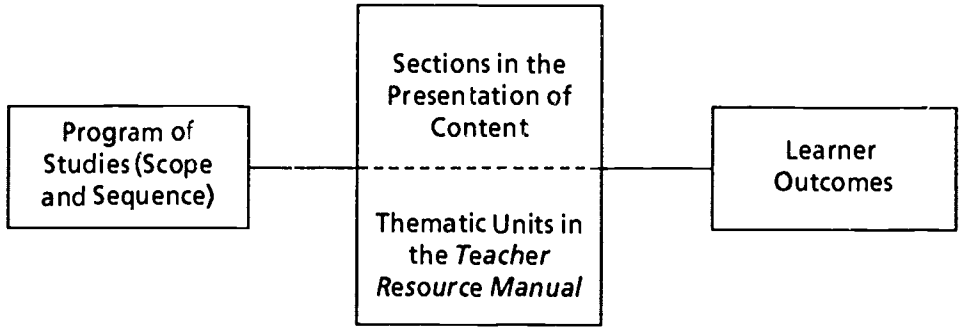
While the thematic approach is advocated and provides structure in the Integrated Occupational English Language Arts Program, skills-focused mini-units may, at times, be appropriate. For example, a teacher may identify the need for instruction in using a variety of sentences. Opportunity to use those specific skills should be provided in the context of natural language use subsequent to the specific instruction. Instructors are encouraged to intervene and to determine skills which should be taught or reinforced in a more focused manner.

Four themes at each grade level have been developed in the *Teacher Resource Manual* to provide coverage of the required concepts, skills and attitudes. At the local level, teachers may wish to develop additional or alternative themes in order to expand upon and reinforce learning objectives.

THEME TITLES

	ENGLISH 16	ENGLISH 26	ENGLISH 36
THEME A	Between You and Me	Conflicts and Choices	Challenges
THEME B	Beside and Beyond	On My Mind	Dimensions
THEME C	Media Madness	Marvellous Media	Media Trends
THEME D	World of Work: Getting the Job	World of Work: Keeping the Job	World of Work: Towards Tomorrow

Teachers may organize for instruction using the Scope and Sequence Charts (pp. 38-49), the sections in the Presentation of Content (pp. 50-78), the thematic units developed in the *Teacher Resource Manual* and/or locally developed themes. The diagram below illustrates the relationship among the alternative methods of addressing the prescribed component of English 16. (Refer to pp. 50 and 51 for additional information.)



INTERPERSONAL SKILLS AND THE SOCIAL SPHERE

High school students are in a transitional stage of life. Adolescence is often a time of uncertainty and concern about peer relationships. Responses may appear to be unreasonable or inconsistent, as students are developing the ability to reflect upon and analyze their emotions.

Although schools are not the sole influences on the student's emotional, social and ethical behaviours, the instructional program does affect interpersonal learning.

The Goals of Secondary Education state the importance of affective and interpersonal goals when they indicate that students should:

- learn about themselves and develop positive, realistic self-images
- develop constructive relationships with others based on respect, trust, cooperation, consideration and caring as one aspect of moral and ethical behaviour.

Students will vary in their emotional/social development and their ability to cope with personal problems. Behaviours viewed as "problematic" are often simply an indication of the adolescent's lack of sophistication in using adult skills. Classroom instruction must provide a variety of approaches that will encourage students to reflect upon their responses in social situations and to develop productive interpersonal skills. The guidelines for teacher behaviour which follow have been adapted from Alberta Education's monograph *Students' Interactions: The Social Sphere* (1988), and are intended to foster affective, interpersonal and moral learning within the classroom:

- MODEL APPROPRIATE BEHAVIOUR FOR STUDENTS. When teachers are polite and respectful of students' dignity, students will respond positively. Students imitate and thereby implicitly learn to deal with emotions, other people and moral issues by observing the consistency of adult behaviour.
- ENCOURAGE STUDENTS TO EXPRESS THEIR OPINIONS AND FEELINGS, TO ASK QUESTIONS AND TO ACCEPT EMOTIONS AS THEY OCCUR IN DAY-TO-DAY LIFE. Through mediated learning, encourage students to examine emotional responses from different frames of reference, and to organize and interpret their own responses as well as the responses of others.
- PROVIDE STUDENTS WITH SUPPORTIVE COMMENTS, GUIDANCE AND GENUINE EXPRESSIONS OF CONCERN. Set expectations that are firm and fair, and then believe in the students' ability to meet those expectations and do well. Develop "working agreements" to help tasks flow smoothly and to ensure that students understand the nature of the instructional tasks they are asked to perform.
- ENSURE THAT CLASSROOM MANAGEMENT PRACTICES AND RULES ARE MODERATE IN NATURE, KNOWN, UPHELD, NEGOTIABLE AND CONSISTENTLY APPLIED. Responding to the harmful or unjust effects/consequences of a transgression is more effective than reference to broken rules or unfulfilled social conventions.
- RECOGNIZE THAT EXPERIENTIAL LEARNING IS A PARTICULARLY EFFECTIVE VEHICLE FOR TEACHING INTERPERSONAL SKILLS. Although some learning may occur through listening and reading, one learns best to live with other people by living with other people. Cooperative learning techniques are especially useful where students are actively involved in lessons linked to their own needs, interests or experiences.

- BE AWARE THAT ALTHOUGH ADOLESCENTS DEAL WITH A NUMBER OF ISSUES, THEY USUALLY COPE BY MANAGING ONE PROBLEM/ISSUE, OR ONE SEGMENT OF A PROBLEM/ISSUE, AT A TIME. Help students to integrate various aspects of their lives by encouraging them to recognize how various problems/issues/solutions are often interrelated.

- ASSIST STUDENTS TO DEVELOP THE ABILITY TO IDENTIFY AND APPLY SKILLS AND STRATEGIES THAT ARE APPROPRIATE IN VARIOUS CONTEXTS. Individuals who appear to lack social skills may, in fact, use inappropriate skills in particular situations. When teaching interpersonal skills, be as concrete as possible, and "build bridges" by linking situations with appropriate actions and behaviours.

- ASSIST STUDENTS TO FOCUS ON THE NEED FOR A SYSTEM OF SHARED SOCIAL CONVENTIONS. Inappropriate behaviour is often a result of being unaware of social conventions and the need for conventions for effective communication. Individuals who affirm the social system of communication conventions will view conventions more positively and will use the conventions to further their communication abilities.

- ENCOURAGE STUDENTS TO INTERPRET AND EVALUATE THE COMPETING ETHICAL ISSUES PRESENTED TO THEM. Provide opportunities for open discussion and debate, where students interact with their peers. Discuss issues that are "real" to the students.

- PROVIDE STUDENTS WITH PRACTICAL STRATEGIES FOR RESOLVING INTERPERSONAL CONFLICTS. A framework for social problem solving is provided in the *Teacher Resource Manual*. This framework uses a problem-solving approach in helping students to identify:
  - reasons for the difficulty
  - strategies to avoid future conflicts.

Student development in the affective, interpersonal and moral domains has been addressed in this curriculum through attitudinal learning objectives that accompany each cluster of concepts and skills in the program of studies. Instruction must include a balance of approaches appropriate to student development in each domain, as delivery of isolated content will not ensure the formation of desired attitudes. The *Teacher Resource Manual* provides additional strategies that facilitate attitudinal development within the context of themes suggested in the Integrated Occupational English Language Arts Program.

REQUIRED AND ELECTIVE COMPONENTS

The instructional time for English is allocated as follows:
- 80% required component
- 20% elective component.

The required component of the Integrated Occupational English Language Arts Program reflects the concepts, skills and attitudes that all students must acquire. These are generic in nature because of their broad application to other disciplines and to real life situations. The shaded program of studies segment of this document outlines the required component of the course.

The elective component of the Integrated Occupational English Language Arts Program permits the teacher to:
- remediate or reinforce concepts, skills and attitudes within the required component
- extend or enrich the program by introducing additional concepts, skills and attitudes considered appropriate to student interest and need.

Students' abilities, needs and interests will largely determine the use of elective time. The elective component provides opportunities for varying organizational and instructional strategies that facilitate learning and that are appropriate to each student's developmental stage and unique learning style.

In keeping with the philosophy that concepts, skills and attitudes are more successfully learned if taught within relevant contexts, they are integrated into four themes at each grade level in the *Teacher Resource Manual*. Utilizing the themes will ensure coverage of the required component.

Each theme in the *Teacher Resource Manual* contains a variety of student activities intended to provide suggestions, models and strategies. The instructor may wish to add, delete and alter activities to comply with the abilities, needs and interests of students. The "Planning" section of this document provides general guidelines and ideas for adapting a theme to the particular circumstances of the classroom and individual students.

SUGGESTIONS FOR THE ELECTIVE COMPONENT

Several factors should be considered when selecting content for the elective component: curriculum objectives, students' abilities/needs/interests and availability of suitable learning resources.

For some students, the elective component may be used to provide additional instructional time (extension and remediation) for study of the themes that support the required component of the program. In other instances, however, teachers may wish to develop enrichment themes using the elective component of the program. Themes of this nature may relate to: English competencies required in other courses, a student interest topic or a literary study.

EXAMPLES: A LITERARY STUDY
- Teachers and students may read and discuss selected chapters of novels in the classroom, which may entice students to finish reading the books individually.
- Students may enjoy using folk stories, fables, popular songs and poetry to enhance understanding of character or story development.
- Students may read a play using a combination of silent/oral readings and presentations of selected acts.

Teachers are encouraged to refer to the "Planning" section of this document when developing thematic units.

LEARNING RESOURCES FOR ENGLISH 16

STUDENT RESOURCE

BASIC LEARNING RESOURCE

- Green, Joan M., Natalie Little and Brenda Protheroe. *Your Voice and Mine 1.* Holt, Rinehart and Winston of Canada, Ltd., 1987.

TEACHER RESOURCES

The English 16 *Teacher Resource Manual* (1990) developed by Alberta Education contains teaching strategies and sample activities organized into themes and intended to structure and support:

- development of the concepts, skills and attitudes as outlined in the Presentation of Content
- development of process skills, inquiry strategies and critical/creative thinking
- development of knowledge about, and application of, the language arts strands: listening, speaking, reading, writing and viewing
- delivery of thematic, integrated instruction through the themes provided.

Teacher Resource Manuals are available through the Learning Resources Distributing Centre (LRDC).

TECHNOLOGY AND MEDIA

To enhance course presentation, teachers are encouraged to make use of available media services, libraries and government agencies for films, videotapes, audiotapes, records, kits, picture sets and filmstrips.

COMPUTER COURSEWARE

A variety of computer courseware is available to develop and support the concepts, skills and attitudes in the Integrated Occupational English Language Arts Program. Consult the librarian for information regarding software within the school and/or to locate appropriate catalogues. A summary of courseware approved for regular secondary English programs and which may be useful in the English 16 classroom is provided in *Computer Courseware Evaluations* Volume VIII (Curriculum Support Branch, Alberta Education, 1988).

Teachers are encouraged to preview and select for classroom use word processing and other software in keeping with the abilities, needs and interests of students.

ACCESS NETWORK

ACCESS offers a variety of resources and services to teachers. For nominal dubbing and videotape fees, teachers may have ACCESS audio and video library tapes copied. ACCESS also offers a service called "Night Owl Dubbing" which allows educators to videotape late night educational programs directly from their own television sets. ACCESS publishes both an *Audio-Visual Catalogue* and a comprehensive schedule of programming, which are available on request. For additional information, contact ACCESS NETWORK, Media Resource Centre, 295 Midpark Way S.E., Calgary, Alberta, T2X 2A8 (from outside of Calgary, telephone toll free, 1-800-352-8293; in Calgary, telephone 256-1100).

REGIONAL RESOURCE CENTRES

Films and videos are available for loan through the five centres listed below. In some instances, computer software is also loaned. Catalogues of holdings are available upon request.

Zone I	Zone One Regional Film Centre P.O. Box 6536/10020-101 Street Peace River; Alberta T8S 1S3 Telephone: 624-3178
Zones II and III	Central Alberta Media Service (CAMS) 2017 Brentwood Boulevard Sherwood Park, Alberta T8A 0X2 Telephone: 464-5540/467-8896
Zone IV	Alberta Central Regional Education Services (ACRES) County of Lacombe Box 3220/5140-49 Street Lacombe, Alberta T0C 1S0 Telephone: 782-5730
Zone V	South Central Alberta Film Federation (SCAFF) Westmount School Box 90/Wheatland Trail Strathmore, Alberta T0J 2H0 Telephone: 934-5028
Zone VI	Southern Alberta Regional Film Centre (SARFC) McNally School P.O. Box 845 Lethbridge, Alberta T1J 3Z8 Telephone: 320-7807

OTHER LEARNING RESOURCES

Teachers are encouraged to use a variety of materials in the classroom to enhance student language development.

The following resources have been identified as potentially useful for the Integrated Occupational English Language Arts Program. These materials have not been evaluated by Alberta Education and their listing is not to be construed as an explicit or implicit departmental approval for use. The list is provided as a service only to assist local jurisdictions in identifying potentially useful learning resources. The responsibility for evaluating these resources prior to selection rests with the local jurisdiction. Additional resources are listed in the *Teacher Resource Manual.*

Books

Booth, David W. *Words on Work: An Integrated Approach to Language and Work*. Globe/Modern Curriculum Press, 1982.

Davies, Richard and Glen Kirkland (Eds). *Connections 1: Imagining*. Gage Educational Publishing Company, 1990.

Goepfert, Paula S. (Ed). *The Communications Handbook*. Scarborough: Nelson Canada, 1982.

Gough, Nigel and Gael Tickner. *Language at Work*. Holt, Rinehart and Winston of Canada Ltd., 1987.

Kimbrell, Grady and Ben S. Vineyard. *Entering the World of Work*. Bennett and McKnight, a division of Glencoe Publishing Co., 1983.

Periodicals

Consumer Talk is a set of eight consumer information sheets presented in tabloid – newspaper format and intended for high school students. Class sets may be obtained free of charge from Alberta Consumer and Corporate Regional and District Affairs and from Box 1616, Edmonton, Alberta, T5J 2N9.

Proem Canada magazine is a bi-yearly publication containing prose and poetry written by Canadian young people for a Grade 8-12 audience. Proem Canada may be ordered from Chris Magwood, P.O. Box 416, Peterborough, Ontario, K9J 6Z3.

Scholastic Voice magazine is for students in Grades 8-12, but it is written at the Grades 5-9 reading levels. Each magazine may include essays, news articles, poems, short stories, TV scripts, sports news, cartoons, jokes, a variety of word games and other features designed to motivate students in English. Scholastic Voice is published 24 times a year and may be ordered from Scholastic Classroom Magazines, Scholastic-TAB Publications, Ltd., 123 Newkirk Rd., Richmond Hill, Ontario, Canada, L4C 3G5.

Stars magazine is for students in high school and is written at the Grades 6-9 reading levels. Stars is published nine times per year and has copyright clearance. Available through Turman Publishing Company, 200 W. Mercer St., Seattle, Washington, 98119.

Kits

Applied Communications, Agency for Instructional Technology (AIT), Bloomington, Indiana, 1988. Applied Communications is a series of 15 modules containing videotapes, instructor's guides and student worktexts. Applied Communications is designed to enhance student communication skills at school, at home, at the workplace and in the community.

Media and Society, National Film Board, 150 Kent Street, Suite 642, Ottawa, K1A 0M9, 1989. A Teacher Resource Handbook and two videocassettes with 20 titles grouped as follows: Advertising and Consumerism, Images of Women, Cultural Identity and Sovereignty, Power, Politics and Ideology.

PLANNING

GENERAL COURSE PLANNING

Language strands and the related concepts, skills and attitudes may be clustered and sequenced at the teacher's discretion; however, the following suggestions are offered:

- Use the initial theme developed at each grade level in the *Teacher Resource Manual* to establish procedures and develop a positive, cooperative classroom environment. Provide opportunities for students to:
  - enhance understanding of self and others through exploratory reading, writing and talking
  - reflect on reading and writing interests
  - discover personal goals.

- Conference with teachers in other subject areas to provide direction in sequencing course content, establishing expectations and strategies, determining emphasis, and clustering the language skills, process skills and inquiry strategies. Cooperative planning will assist teachers to enhance student development through the reinforcement of concepts, skills and attitudes in all subject areas.

Program planning should involve an emphasis on writing and reading as recursive processes. The English Language Arts program should include a wide array of activities from the writing domains in keeping with the abilities, needs and interests of students:
- sensory/descriptive
- imaginative/narrative
- analytical/expository.

Teachers are encouraged to use a variety of print and non-print resources to encourage reading, self-discovery, etc.

The English 16 *Teacher Resource Manual* provides suggestions for a variety of writing, reading, speaking, listening and viewing activities.

TIME ALLOCATION

English 16, 26 and 36 are each three-credit courses. Time for each course is to be allocated at the discretion of school or jurisdiction administration to reflect the needs of individual students.

Required concepts, skills and attitudes are designated 80% of the instructional time. The remaining 20% represents the elective component to be used for remediation or reinforcement, or to enrich and extend the program by providing opportunities to introduce new topics (e.g., locally developed themes).

See Program of Studies/Presentation of Content, pp. 50 and 51 for additional information about the relationships among foci and themes.

COMMUNITY PARTNERSHIPS

The English Language Arts program must enable students to recognize the relevance of language competence and critical/creative thinking skills in daily living. Students will be expected to demonstrate an understanding that:

- concepts and skills in language have application in daily life experiences within the home, community and work environments
- goal setting, problem solving and decision making are important life skills
- preparation for a chosen occupation or career may require that certain language competencies be developed.

Community partnerships (i.e., community-based learning experiences) will foster an appreciation of language for its usefulness and relevance, and will assist students to transfer specific language arts concepts and skills to more generalized situations in everyday life and the world of work. Guest speakers, field trips, job shadowing and mentorships are a few examples of meaningful community associations.

To illustrate, Theme B at each grade level lends itself to integrated activities with social studies, science and the community, as students are asked to identify and react to events taking place in their environments. Guest speakers might include the local MLA and other political figures; the student council president; leaders of community groups who are lobbying on issues such as school closures, traffic congestion, speed limits, the environment; the school resource officer; or a member of the police force.

Additional suggestions for meaningful community partnerships in the English Language Arts program might include:

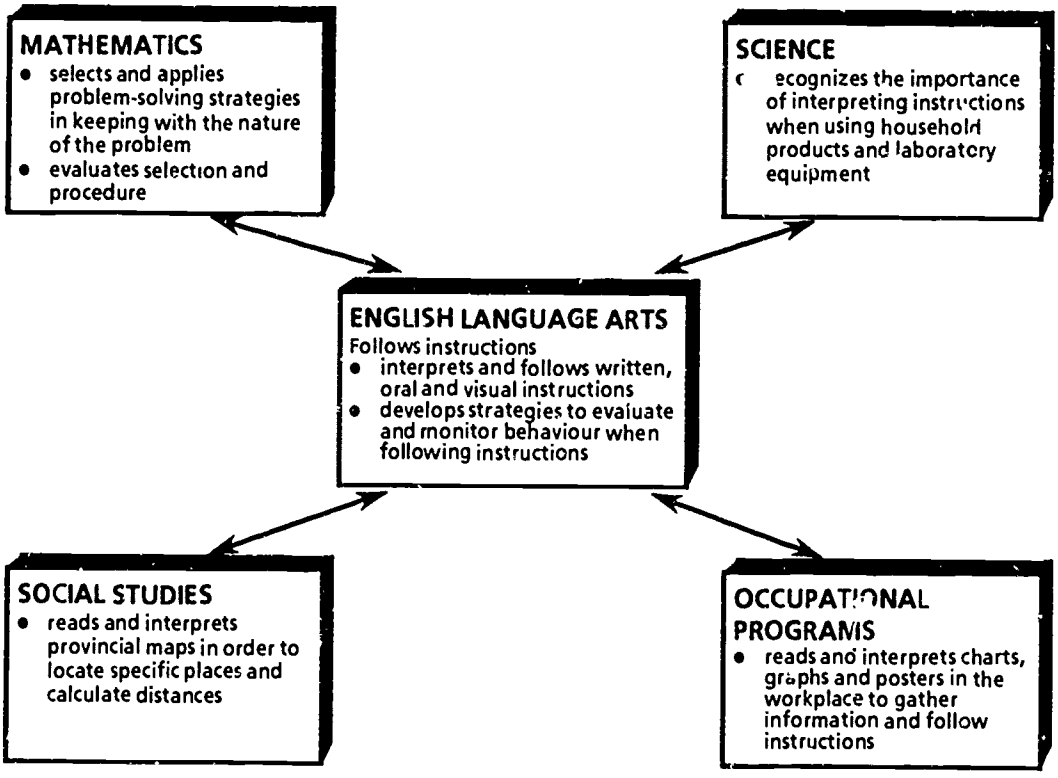
- inviting an author to discuss the writing process; a guest speaker who could contribute to a particular theme being studied; or an actor to enhance student understanding of language arts skills in drama
- organizing field trips to a local TV station and a newspaper office, focusing on relationships among language concepts, skills and attitudes, and the media
- inviting the personnel manager of a neighbourhood company to conduct mock job interviews
- providing opportunities for students to engage in meaningful communication such as visiting a senior citizens' home, a day-care centre and/or a hospital
- preparing questions and interviewing an individual at their job site for the "World of Work" unit
- identifying businesses, agencies and organizations within the community that use computer technology
- using local, national and international newspapers to reinforce English concepts, skills and attitudes
- providing opportunities for students to express their opinions about local, national and international events by writing letters to government officials or newspapers, telephoning appropriate people and/or debating issues with classmates or others
- videotaping students at their community partnership sites in order to discuss formal/informal rules, the application of technology, specific tasks associated with the site, and employer/employee relationships.

CURRICULAR INTEGRATION

Emphasis has been placed on relating language competencies to life skills and to the language demands across the curriculum. Curricular integration will become a motivating factor as students recognize the relevance of program concepts, skills and attitudes to a variety of subject and real life situations. Student ability to transfer language arts concepts, skills and attitudes to unfamiliar situations will improve as a result of multiple exposures to their application.

Columns two and three of the four-column Program of Studies/Presentation of Content provide suggestions that will assist when relating strategies to real life situations and other subjects in the curriculum.

The diagram illustrates how curricular integration may be achieved through cooperative planning and application of column three of the Program of Studies/Presentation of Content.



Teachers are encouraged to select instructional strategies that provide for the development of processes and skills within the context of their application to real life, the occupational program and other disciplines.

COOPERATIVE PLANNING AND CONFERENCING AMONG TEACHERS is central to understanding the contexts in which concepts, skills and attitudes are taught across the curriculum, planning the strategies and activities for reinforcement and ensuring consistency of expectations and learning outcomes. It is incumbent upon instructors to seek the possibilities for reinforcement of concepts, skills and attitudes in keeping with student abilities, needs and interests, and to plan for instruction accordingly.

PLANNING AN INTEGRATED THEMATIC UNIT OF INSTRUCTION

Teachers are encouraged to consider a variety of factors when expanding upon an existing theme or developing a new thematic unit. The guidelines that follow provide structure and direction for developing thematic units of instruction.

1. Identify a possible theme, based upon:
   - curriculum objectives
   - students' abilities/needs/interests
   - availability of suitable learning resources.

2. Determine purpose for the theme and include appropriate:
   - thematic objectives
   - concepts, skills and attitudes, and identify those skills that may need focused/direct teaching
   - process/inquiry objectives.

3. Consider and select suitable resources:
   - books, pamphlets, monographs, films, videos
   - computer software and other technology
   - resources from other subject areas
   - community contacts
   - newspaper and magazine articles.

4. Design activities/strategies suited to the purpose and available resources:
   - separate activities into lessons with general and specific objectives
   - sequence the lessons.

5. Develop ongoing strategies to build community partnerships into the thematic unit, such as:
   - field trips
   - guest speakers
   - demonstrations
   - tours.

6. Plan for evaluation:
   - student's self-evaluations
   - teacher's ongoing and summative evaluations
   - peer evaluations.

7. Share the unit:
   - celebrate achievements
   - provide thematic units to other teachers
   - expand, update and revise units as they are used
   - develop strategies to evaluate the updated and revised activities with a variety of student groups.

METHODOLOGY

Materials contained within this section provide information pertaining to students, teaching strategies and using technology and media. Additional materials designed to assist teachers when planning for instruction are in the English 16 *Teacher Resource Manual.*

NATURE AND NEEDS OF THE LEARNER

The Integrated Occupational English Language Arts Program focuses on the nature and needs of the learner. When organizing for instruction, teachers are encouraged to identify students' strengths and weaknesses, link unfamiliar knowledge, skills and attitudes to familiar experiences and build upon students' strengths.

ATTITUDE AND SELF-ESTEEM

Attitude and self-esteem strongly influence learning, and an appropriate program must foster in students positive self-concepts and attitudes toward learning. In order to enhance self-concept and attitude development, the course design and delivery should:

- provid. meaningful and relevant experiences and content
- be appropriate to student ability
- provide for student success.

LEARNING STYLES

Each student has a preferred learning style and, therefore, varies in the ways he/she receives, processes, recalls, applies and communicates information. Instructional planning and delivery must include careful assessment of individual developmental characteristics, skills, knowledge and learning style. Adjustments to course design and delivery may often be necessary to ensure that individual student needs are being met.

COGNITIVE DEVELOPMENT

Students are at various levels of concrete and formal operational thinking. Concrete operational thinking refers to one's ability to think logically about events and things in the context of immediate experiences. Formal operational thinking involves one's ability to hypothesize. The following may assist teachers to enhance student development from concrete to formal (abstract) operational levels:

- identifying what students currently know about a topic
- using concrete, physical objects or experiences
- applying a variety of questioning strategies designed to extend thinking to the formal operational level.

MEANINGFUL CONTEXTS

Language is learned and developed through purposeful use and in meaningful contexts. Listening, speaking, reading, writing and viewing activities are integrated with skills and attitudes identified for competent functioning at home, at school, in the workplace and in the community. Many forms of personal experiences, literature, media and technology provide the basis for meaningful experiences. Since students may experience difficulty when transferring specific skills to more general contexts, an integrated teaching approach is emphasized and discrete skill instruction is de-emphasized. Thematic instruction is used to advance the goals and objectives of the Integrated Occupational English Language Arts Program within meaningful contexts. Thematic units for each course are developed in the *Teacher Resource Manual.*

LEARNING CHARACTERISTICS OF ADOLESCENTS

ATTENTION, MEMORY AND PERCEPTION

Strengths and weaknesses in attention, memory and perception may influence academic as well as social success. Teachers are encouraged to identify student attention, memory and perception weaknesses/strengths and to use student strengths and various strategies to enhance development in these areas. The chart below summarizes problems in attention, memory and perception, possible resulting student behaviours and teacher intervention strategies. *Note: The chart is not inclusive and provides guidance only. Teachers are encouraged to use a variety of indicators to assess and attend to student behaviours.*

		POSSIBLE BEHAVIOURS	INTERVENTION STRATEGIES
ATTENTION	• has difficulty focusing and attending to central information • cannot recognize or block incidental or irrelevant noise or details	• appears rude, inattentive or impulsive • appears confused • rarely completes the total task	• engage students' attention before beginning any instruction • use eye contact and avoid any distractions when giving instructions • have students monitor their behaviour by saying to themselves "Stop and think", or by asking themselves "Am I paying attention?" • encourage students to identify strategies to refocus or to backtrack to where they lost concentration
MEMORY	• has visual and auditory memory problems which are manifest by the inability to remember instructions, follow plots in a story, track conversations • over-estimates memory capacity	• is often unable to complete tasks, even if performance is adequate • is unable to take accurate notes (in reasonable time) off the blackboard or overhead (visual to motor memory problem) • is unable to respond adequately in examination situations • avoids examination situations	• provide permanent external memory support (e.g., wall charts, posters) • assist students to make good notes • encourage students to ask questions when they have had a memory lapse • practise strategies to increase memory retention (e.g., Mind Mapping) • encourage students to keep a personal day timer • administer several short quizzes rather than long exams, provide adequate forewarning of these quizzes so students can prepare, use open-book exams • teach clustering, labelling, rehearsing strategies • help students develop mnemonic devices (e.g., in case of sprained ankle, RICE: rest, ice, compress, elevate)
PERCEPTION	• is unable to interpret the nuances of tone or mood in others' speech • does not attend to facial expressions, gestures, posture or adjuncts to the verbal message	• misinterprets messages • becomes physically or verbally aggressive • loses friends/jobs/ promotions • becomes involved in frequent disciplinary interventions on part of teachers, principal • becomes withdrawn	• use counselling techniques whereby the behaviour is described and acceptable alternatives are discussed (e.g., "Terry, you interrupted Bob, and he lost track of his main point. Everyone has something important to say. Wait until others have finished before you speak.") • view videotapes of job interviews, family interaction, etc., and have students identify and discuss the strategies that are working to maintain successful communication (e.g., recognizing and interpreting emotion displayed through facial expressions) • encourage students to monitor their talk with frequent perception checks (e.g., "I sense my last remark hurt/upset you. Am I correct?")

FORM, CONTENT AND USE

Learning difficulties of some students are often attributed to poor attitude and/or lack of motivation, when in fact, the problems may be related to receiving and/or giving information. Students may be unable to distinguish appropriate language form, content and use. Provided with the opportunity to succeed at a task (i.e., student has understood the task demands and is offered support throughout the process) the student will often demonstrate the ability and desire to remain on task.

The following chart is provided to assist teachers in identifying student difficulties relating to form, context and use when writing and speaking.

FORM "sounding right"	CONTENT "making the meaning clear"	USE "social etiquette"
The student may demonstrate: • problems with pronouns, spelling and punctuation • difficulty with irregular forms • reduced sentence length • difficulty processing syntactically complex sentences • inconsistency with verb tenses • inability or reluctance to ask open-ended questions	The student may demonstrate: • limited vocabulary, use of concrete rather than abstract terms and overuse of low information terms such as "thing", "stuff" • difficulty interpreting multiple meanings of words (e.g., may not understand jokes involving words with multiple meanings) • inability to see associations (similarities, opposites) • word-finding difficulties • problems forming concepts due to difficulty in categorizing, generalizing and abstracting salient features • inability to relate main idea to supporting details	The student may: • make more competitive and rejective and fewer helpful and considerate statements • lack persuasiveness in peer interactions • produce acquiescent and unassertive messages • appear to be rude, quarrelsome, uncaring • have difficulty responding to complaints, responding to social niceties and etiquette (e.g., greetings, giving/receiving compliments, introductions, requests to repeat or clarify, appropriate telephone etiquette) • be unable to adapt the language and communication style to fit with communication context and listener's needs

Students inability to match language use to the social situation (social pragmatics), in particular, may have serious implications. Losing friends, jobs, promotions, and experiencing family and marital problems in adult life may be more emotionally and socially crippling than problems that may arise due to deficits in other areas. Fortunately, these behaviours may be changed through language interventions that focus on developing interpersonal communication strategies and repertoires. Obtaining a teaching balance between specific skills and appropriate communication strategies would support the attainment of mature language repertoires and communication competencies.

Students will often function most successfully in the language strands of listening and viewing. It is important to provide permanent external memory supports through the use of visuals when an abundance of oral communication is used or when the message is complex. Teachers are encouraged to combine listening and/or viewing activities with reading, writing and speaking activities.

Reading and writing may be the strands of most obvious weakness for many students. Due to visual memory problems and/or insufficient oral vocabularies, developing an adequate sight vocabulary may prove to be difficult. Thus, general goals for the reading and writing components of the language arts program include assisting students to:

- use language to explore, construct and communicate meaning
- develop a variety of strategies to determine meaning.

Reading needs to be encouraged to direct students toward independence in selecting and reading for pleasure or information.

Writing is also to be promoted in the Integrated Occupational English Language Arts Program. Initial assignments should permit students to parallel their spoken language, reflecting details from personal experience or knowledge (concrete and descriptive). Students should be encouraged to edit and revise writing as required. Students may maintain a writing folder to note progress over a given time period.

Coaching is an appropriate strategy to use when assisting students to develop appropriate behaviour/process strategies and awareness of individual communication problems. A program where students acquire the abilities to ask questions, monitor and regulate involvement in social enterprises and maintain conversations may be much more beneficial to students than a program emphasizing rules and a series of isolated skills. The classroom must provide a supporting, caring and trusting environment where taking risks to overcome learning difficulties is encouraged and accepted.

LITERACY AND THE INTEGRATED OCCUPATIONAL ENGLISH LANGUAGE ARTS PROGRAM

The Integrated Occupational Program is designed to prepare students for competent functioning in various roles at home, at school, in the workplace and in the community. A large component of the required competencies will relate to basic literacy skills.

Functional literacy and acceptable literacy levels have been defined in a variety of ways. Literacy has been related to years of schooling, reading achievement levels completed, age equivalents and the ability to apply skills to tasks. To further complicate the issue of defining literacy, several specialized classifications of literacy have evolved along with their specific definitions, such as occupational literacy, survival literacy and media literacy.

The Integrated Occupational English Language Arts Program encourages teachers to identify the student's current ability level and promote growth using individual needs and interests. The literacy demands of the home, school, workplace and community are addressed in the program through a wide variety of learning activities and strategies.

English language arts related tasks will often change as students mature into adulthood. For example, adults who return to the classroom often do so to upgrade their literacy skills for very specific occupational applications. Therefore, the most successful learning for these adults will occur within the context of the world of work.

In summary, literacy encompasses numerous skills at a wide range of functioning levels. The English language arts program recognizes the variations in real life reading and uses students' present skills, needs, and interests to link the required concepts, skills and attitudes with the contexts in which they will be used.

TEACHING THE STRANDS OF LANGUAGE

Teachers are encouraged to review the sections: "The Parts of the Program and the Whole Program" (pp. 36-62) and "Teaching the Strands" (pp. 70-75) in the *Senior High School Language Arts Curriculum Guide*, Alberta Education, 1982, when preparing for instruction. The following are to be considered when planning a program integrating the language strands:

- THE STRANDS ARE TO BE TAUGHT IN AN INTEGRATED FASHION, RATHER THAN IN ISOLATION. Strand interdependency can be recognized when instructors consider that speaking activities include listening and viewing, that speaking and listening form the basis for a reading vocabulary and that reading and speaking strengthen writing ability.

- LANGUAGE IS A PROCESS OF EXPLORING, IDENTIFYING, ANALYZING AND EXPRESSING MEANING. All language strands may be used at various stages when developing a final product, such as a descriptive paragraph, an oral presentation or a videotape production. Students may gather information by listening, reading and viewing; generate ideas and organize input through speaking and writing; revise and review by speaking, listening and writing; and share a final product using a combination of writing and speaking activities.

- LANGUAGE ACTIVITIES MUST BE AUTHENTIC AND PURPOSEFUL. To encourage the relevance of language, the evaluation focus of activities should shift from the teacher as examiner/assessor to the student as a self-appraiser. An audience assists in making a reading activity meaningful. The audience is a person or group of persons who attends to the communication efforts of another in order to understand the shared experience. Thus, listening to a student read a favourite poem, an interesting newspaper article, or announcements from the office is providing an audience. Teachers are encouraged to avoid "round-robin oral reading" as this strategy may result in an unnecessarily stressful experience for readers. Encourage students to rehearse a reading to be shared with the class, such as a joke, a paragraph from a book or instructions on completing a project.

- READING AND WRITING MAY REQUIRE THE GREATEST EMPHASIS. Guided practice in writing a variety of forms is necessary to assist students to achieve success. Students will learn from the strategies used by the teacher, and teachers may motivate students by writing with the class and sharing in some of the assignments. Encourage students to recognize that writing is a recursive, ongoing activity and that the quality of a final draft is important.

  Students need to realize that reading can be a pleasurable and rewarding experience. It would be appropriate to devote the equivalent of one period a week to a reading activity that promotes the fact that "reading is fun". Develop a reading corner where a wide variety of material is readily available such as pocket books, magazines and comic books. The accessibility of materials at appropriate reading levels is crucial in promoting the reading habit. A book swap arrangement may be workable -- students may take a paperback if they contribute one they would recommend to others. Have the librarian visit on a regular basis to discuss and display new and appropriate materials available in the library. Teachers are encouraged to become familiar with the books students read and become sensitive to individual student's interests. Schedule time to conference individually with students, leading them to further reading and encouraging a balance in reading choice. Through careful planning and supporting, teachers may often entice students to read independently and on a regular basis.

- SELF-ASSESSMENT IS TO BE ADDRESSED THROUGHOUT THE STUDY OF THE LANGUAGE STRANDS. Students will be encouraged to monitor and adjust their use of the language strands in all social situations. Due to perception inconsistencies and lack of self-confidence, students may struggle in social situations, perhaps leading to broken friendships, family problems and disciplinary action taken against them at school and at work. Efforts must be made to integrate instruction in self-assessment strategies throughout the English program. Teachers may wish to experiment with the following:
  - videotape role playing activities to provide opportunities for students to observe personal behaviour
  - teach a focused sub-unit on body language such as body postures, body gestures and facial expressions
  - instruct students to recognize and react appropriately to non-verbal communication and nuances in voice tone. For example, discuss with students the changes in each of these sentences as a result of emphasizing one word more than the others:
    "What are you doing?"
    "What are you doing?"
    "What are you doing?"
    "What are you doing?"
  - encourage students to become aware of feelings which indicate that communication is degenerating and recuperative strategies are needed, such as asking questions to clarify
  - encourage students to make frequent perception checks during their conversations, such as paraphrasing.

The thematic units developed in the *Teacher Resource Manual* provide additional suggestions for teaching the language strands.

PROCESSING INFORMATION IN THE ENGLISH LANGUAGE ARTS PROGRAM

Student development in the cognitive, psychomotor and affective domains will be enhanced throughout the English language arts program. Students will increase the understanding and use of critical and creative thinking skills to solve problems and make decisions. The ability to process information using skills such as recalling, imagining, interpreting, applying, analyzing, synthesizing, evaluating, monitoring is learned more successfully when taught within meaningful contexts.

The development of process skills will assist students to internalize information for long-term application, rather than acquire knowledge for superficial, short-term use. Students should be taught to recognize the varying goals of learning in order to evaluate when it is appropriate to use short-term memory strategies (i.e., for retrieval on a test) or "deep processing" strategies (i.e., when applying a skill in a variety of situations). Teachers are encouraged to directly and/or indirectly teach strategies to expand students' ability to process information and to integrate both performance and process objectives in their instructional planning.

A variety of activities designed to enhance the development of process skills are suggested in the Presentation of Content section of this document and in the *Teacher Resource Manual.*

The following teaching strategies may be used to enhance development of process skills:

- **Promote a variety of and encourage reciprocal questioning behaviours:** To promote higher level thinking/increasingly difficult information processing, teachers and students must use questions that require one to apply, analyze, synthesize and evaluate information. Predicting, comparing, inferencing and appraising real life situations develop higher level thinking skills. McNeil (1986)[1] found that comprehension processes were much more common when teachers asked: "What did you read that is so important that you want to remember it always?" rather than, "What did you read that you should remember for a test?"

- **Model strategies:** Teachers may model strategies for students by "thinking aloud" when applying a thinking strategy. Explicit teacher explanations are associated with higher awareness of lesson content and achievement. For example, when instructing students to look for context clues, an effective teacher may ask students to look for clues in the context, to remember that the context means all the words before and after the new word and to recognize that they may be words in a different sentence close to the new word. (See Instructional Mediation, p. 28.)

  The teacher may continue to talk about using the strategy, emphasizing the use of a mental process by suggesting that students put the clues together with what they already know about that word, and decide on the meaning.

- **Apply strategies to real life situations:** Learning becomes increasingly successful when applications can be made in all environments. For example, teachers may relate skimming and scanning to reading want ads, sales flyers and bus schedules.

Teachers are encouraged to provide opportunities for students to practise modelled strategies in class to ensure the use and transferability of these strategies. This teaching method will:

- promote attitudes and behaviours that enhance the use of thinking skills such as:
  - being sensitive to the feelings and concerns of others
  - seeking to become more informed
  - striving for precision and clarity when writing and speaking.

- provide opportunities for students to apply problem-solving/decision-making approaches to a variety of situations by asking themselves questions related to identifying the problem, planning strategies, evaluating the plan and assessing personal performance.

- encourage students to recognize that they can regulate and monitor their learning behaviours, and thus control the outcomes. Achievement in class can be improved if students believe they can influence their performance by their personal efforts. Strategies for self-management are provided in the *Teacher Resource Manual.*

- assist students to be conscious of their thought processes by providing opportunities to discuss behaviours and thinking processes with teachers and peers. Students may solve a problem in pairs and verbalize the thought processes involved while solving the problem.

Student growth may be enhanced when preferred learning styles are identified and accommodated in the classroom. Refer to the *Teacher Resource Manual,* Process for further information about learning styles.

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1. McNeil, John. *Impact of Social Studies Tests and Textbooks on Mature Reading Comprehension.* Unpublished manuscript, University of California, Los Angeles, California, 1986.

INSTRUCTIONAL MEDIATION

Recent educational research has focused, in part, on instructional mediation and "teacher talk" in the classroom; in particular, during the development of process skills and inquiry strategies. Instructional mediation is an interactive process wherein teachers outline their interpretation of tasks/processes to students and students construct their own interpretations of the tasks/processes being learned. This communication exchange stimulates the development of thinking skills by allowing teachers and students to contribute to a meaningful learning situation. Lectures, or one-sided explanations, rely on students to be self-mediating and to supply meaning without the advantage of communication interaction.

Instructional mediation regulates the students' behaviour in terms of the heuristics and use of strategies. Emphasis on a strategic view of tasks will encourage students to become independent in the tasks they perform and the processes they use.

Mediation will enhance students' feelings of competency. Students need to see themselves as being successful. Students who feel competent, and who recognize their effort as being effective in learning, are more likely to be persistent in attempting new tasks that are difficult. Students who feel incompetent and unsuccessful often require constant praise from external sources. Students who do not recognize that their efforts are effective in the learning process have limited performance goals and are hesitant to engage in any task at which they cannot quickly become successful. Teachers can encourage students to extend their learning goals by focusing mediation on the roles of effort and strategy in achieving success.

To apply instructional mediation in order to create a classroom environment that will stimulate student use of thinking skills, the teacher should:

- assist students to identify, analyze and evaluate materials and personal performance
- assist students to pause, revise, edit and clarify at appropriate times
- model and encourage students to use vocalization of thought processes
- encourage persistence.

The mediation process can also be enhanced through the use of appropriate questioning techniques and modelling behaviours. Strategies related to questioning and modelling are included in the *Teacher Resource Manual*.

EXPERIENTIAL APPROACHES TO ENGLISH LANGUAGE ARTS

Student learning styles and developmental levels suggest a multidimensional approach to learning, involving real life situations that may be experienced or simulated by the student. Activities should be chosen on the basis of their familiarity and relevance to the student. Understanding of abstract concepts can be best developed through a variety of tactile experiences involving the language arts strands. An experiential approach of this nature suggests that instruction in language arts include:

- active student involvement
- activities that encourage concrete and formal operational thought and the transition between them
- activities that address individual developmental levels
- activities that promote an awareness and use of questioning strategies that enhance thinking.

Experiential approaches to learning are valuable because:

- learners are provided with the opportunity to observe, react to and evaluate practical situations
- experiences furnish clues that will assist students to clarify meaning and provide foundations for concept formation
- learners will establish connections between social situations and language use.

The following table lists several multidimensional experiences suitable for giving language learning a real life context. Sensing, viewing, visiting, sharing, performing, dramatizing, making, crafting, growing, raising, creating, and experimenting share similar features, therefore, strict distinctions between these types of experiences are not essential for a language in context approach. The inclusion of activities from each of these types of experiences will assist in providing an experiential English program.

EXAMPLES OF MULTIDIMENSIONAL EXPERIENCES[1]				
SENSING	VISITING	PERFORMING	MAKING	GROWING
touching smelling tasting hearing	field trips classroom guests theatre presentations	music gymnastics dance	meals pottery T-shirts bookends models	plants, animals cultures chemical formations
VIEWING	SHARING	DRAMATIZING	CRAFTING	CREATING
films television programs pictures sculptures animal behaviours	games artifacts discussions interviews demonstrations art	real life roles mimes masks plays scenes monologues	clay wood paper cardboard cloth straws	designs posters poems games computer programs

As students become active in multidimensional experiences, they will examine thought and language within a specific context. By constructing models, making meals, assuming roles, making pottery and watching films, students attach significance to the language they hear and use. Students will encounter language that is suitable for the participants, the setting, the topic and the task.

Experiences provide a foundation for learners upon which to build communication concepts, skills and attitudes and progress from concrete to abstract thinking processes and language use. Actual experiences shared by students and teachers can become the springboards for further learning. A performance by a theatre company may become a catalyst for discussing, writing and researching; a student's painting may become the stimulus for writing, which can then become reading material for other students.

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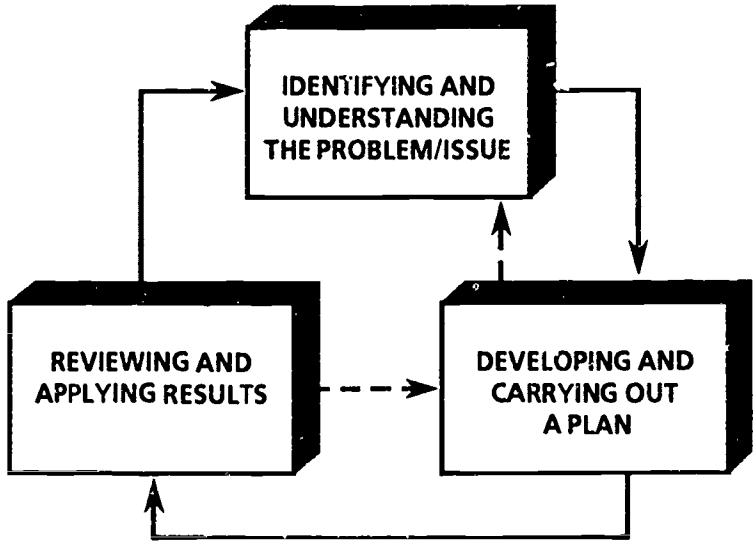
1. For permission to adapt and print copyrighted material, grateful acknowledgement is made to the following: Curriculum Development Branch, Ministry of Education, Province of British Columbia, for excerpts from, *English as a Second Language K-12, Resource Book, Integrating Language and Content Instruction*, Volume 1, 1987, pp. 14, 15.

PROBLEM-SOLVING/DECISION-MAKING FRAMEWORK

Enhancing student ability to solve problems and make decisions is a major focus of the Integrated Occupational Program. Today's rapidly changing society requires that students apply communication skills to new and unfamiliar life situations. Strategies for solving problems and making decisions must be acquired that foster the development of critical and creative thinking skills. Opportunities must be provided for students to apply skills and strategies to a wide variety of situations in everyday life.

The problem-solving/decision-making model outlined should not be interpreted as consisting of fixed and rigid stages and strategies. Its use will depend on particular problems and individual students. Students will select stages and strategies that are appropriate to the concern or problem. Students should recognize problem solving/decision making as a series of interrelated activities and thought processes that lead to an action or a solution.



The following guidelines may be of assistance when planning effective problem-solving/decision-making activities. Additional information is provided in the *Teacher Resource Manual*.

- Nurture a positive atmosphere that fosters cooperative exploration of strategies in solving problems and making decisions, flexibility and acceptance. A positive, open-minded, supportive approach is needed for thinking skills to develop and for students to take risks.
- Assist students to identify the problem or issue.
- Share the framework and strategies with students. The model provides structure to the overall process and to specific strategies that students may use at each stage of the problem-solving/decision-making process.
- Encourage students to be creative and experimental in their approach to problem solving and decision making. The strategies in decision making and problem solving, while useful in the support and structure they provide, should not become inflexible algorithms in themselves.
- Present problem-solving/decision-making activities either in context and/or in a skills-focused sub-unit as determined by student needs and abilities. Ensure that issues and problems are relevant to student interest, experience and everyday life, and that the cognitive demands of the issue/problem correlate with developmental levels of the student.

- Modify and vary the approach to problem solving/decision making to ensure that appropriate interest, participation and success levels are experienced by all students. Most students have an inherent desire to undertake the challenge provided by a problem. However, past experiences or present attitudes may prevent some students from accepting this challenge.

- Present situations that enable students to gain problem-solving/decision-making experiences that are transferable to other subject areas and everyday life.

THE USE OF TECHNOLOGY AND MEDIA IN THE ENGLISH LANGUAGE ARTS CLASS

Educators recognize the impact of technology and media on students' lives. Computers and television may be the most influential technological advances, yet all forms of print and electronic media/technology will have an impact upon the present and future lives of students.

Exposure to technology is increasing through such everyday activities as using banking machines, purchasing a ticket to a concert, maintaining and driving automobiles, making hotel or airplane reservations and using electronic maps to locate areas in a shopping mall. While making use of technology in a variety of ways, students will become familiar with the conveniences and limitations of its numerous applications.

Due to the present development of microtechnology and the availability of low cost and effective microcomputers, computer technology is affecting every individual. The traditional meaning of the word "literacy" has taken on a new dimension. To be literate in our changing society, students need not only the ability to communicate through writing, speaking, listening, viewing and reading, but also the skills of interacting with machine technology (i.e., the hand-held calculator and the microcomputer).

Three important uses of computer technology are:

- visual/psychomotor development
- skill and concept reinforcement through a variety of innovative methods
- word processing knowledge and reinforcement.

Interactive computer software holds great promise for application in the English Language Arts classroom. Word processing, in particular, can have a major impact in the English Language Arts class and may assist students to organize, revise, edit and share material. Networking and computer conferencing may also enhance student ability to access and organize information and ideas. Teachers are encouraged to refer to the Learning Resources section of this document and identify computer software suitable for the abilities, needs and interests of students.

The concepts, skills and attitudes required to be computer literate will vary according to student maturation and ability. Nevertheless, the English Language Arts program may provide opportunities for students to:

- identify computer software suitable to course/personal development
- use a variety of prepared programs on a computer and show respect for hardware and software
- use computers to gather information
- recognize the basic applications, limitations and capabilities of a computer and identify major areas in society where computers are used and the tasks performed by computers.

Teachers are encouraged to use a variety of media materials in the classroom. Newspapers, periodicals, television programs, films, audiotapes, videotapes, short story collections and plays will contribute to student experiences and will enhance development of media literacy skills.

The advantages and disadvantages of television viewing are often debated, yet the fact remains that educators must prepare students to become critical viewers, rather than passive absorbers. Television has changed our lives and critical viewing has become an important educational skill. This is especially true for students who may experience difficulty relating to textual material, and who may prefer visual and auditory messages.

For some students, learning difficulties may expand beyond those of reading, often extending to the psychomotor and affective domains. Rather than join a club, play sports or read, some students may spend a large amount of their leisure time watching television. Such innovations as videotapes and large screen television projections are causing television to emerge as a very flexible and widely usable non-print medium.

Students must be assisted to become critical viewers/readers/listeners of television, magazines, newspapers, films, rock videos and other print/electronic media. The classroom should provide opportunities for students to analyze media and the impact of media on their own lives and on society. Educators need to teach students the critical viewing/listening/reading skills and related attitudes that will enable them to become selective and discriminating in their habits.

EVALUATION

Evaluation should be viewed as an ongoing part of the teaching and learning process, providing feedback to students, teachers and parents/guardians. Major functions served by the process of evaluation include:

- provision of feedback to students relative to individual success in the learning process. Students may experience difficulty in monitoring and regulating their learning behaviours, and require a great deal of external feedback as to their progress. Feedback and encouragement must be provided on a regular basis
- provision of information to teachers concerning the appropriateness of learning goals and objectives, and the effectiveness of learning strategies and materials that have been used. Such information enables the teacher to modify the program as required for individual students with respect to pacing, learning resources, teaching methods or objectives
- provision of information to parents/guardians regarding the student's progress. Where possible, reports to parents/guardians should be interpreted through interviews so that the implications of the evaluation are understood. While useful in communicating student progress to parents, the interview is also valuable in identifying individual needs that may be met through program planning and delivery.

Evaluation should serve diagnostic purposes in identifying student strengths and weaknesses, as well as summative needs in measuring overall growth.* **Because evaluation is an integral part of all aspects of the instructional process, information used in the evaluation of a student should be gathered from a variety of sources using a variety of methods.**

Teachers are encouraged to review Chapter IV "Evaluating Senior High Language Arts" (pp. 77-100) in the *Senior High School Language Arts Curriculum Guide* (Alberta Education, 1982) for additional information.

STRATEGIES FOR EFFECTIVE EVALUATION

Evaluation is a fact of daily life and a necessary part of monitoring programs and student progress. Efforts must be made to provide variation in the procedures used so as to draw upon students' strengths and provide for their success in the evaluation process. Some students will go to extreme measures to avoid being "tested" again. Absence from examinations, feigning an uncaring attitude, or not giving their best effort so that the anticipated failure can be dismissed with the excuse that they really did not try anyway, are all common behaviours.

The strategies provided here are intended to serve as guidelines to the teacher in developing a system of evaluation that will improve both student learning and the quality of the English Language Arts program.

- Evaluate students on an ongoing basis, using a variety of methods, such as:
  - provide taped versions of quizzes and tests for weaker readers and allow them to explain the answer on tape or to a scribe
  - schedule opportunities for students to give demonstrations, which will provide the external structure and/or motivation to cope with the demands of print
  - encourage students to formulate their own questions for an exam, which will provide teachers with valuable insight into the information that students think is important. Students will also acquire practice in asking and answering skills

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* A variety of diagnostic instruments are available through Alberta Education, Learning Resources Distributing Centre (LRDC).

- use the cloze technique as a diagnostic/evaluative tool (see *Teacher Resource Manual*: Comprehension)
- provide a variety of open-ended items to encourage critical and creative thinking.

- Emphasize the synthesis of a variety of knowledge and process objectives, rather than isolated skills. Provide students with a variety of informal situations where they can demonstrate their understanding and application of concepts, skills and attitudes.

- Provide encouragement by asking questions and making statements that will prompt students to evaluate their work and learning. These techniques will encourage students to be less dependent on external rewards and more responsible for their own learning. Some examples might include:

  "You did a good job of __(be specific)__."
  "What steps did you find most difficult?"
  "How could you improve your work in this question?"

- Provide adequate time for students to complete their work. Students often do not do their best under time pressure.

- Consider the following when evaluating student performance:
  - use students' strengths to ensure success in the evaluation process
  - help students realize that ongoing self-evaluation, as well as external evaluation, is a positive developmental process
  - assist students to understand that making mistakes and developing the ability to identify and correct errors are part of the growth process and that mistakes need not be embarrassments.

Teachers are encouraged to evaluate student progress relative to prescribed concepts, skills and attitudes throughout the year using a variety of instruments and techniques. The following briefly describes evaluation methods. **The list is not inclusive, rather it may serve to guide the evaluation process.**

INSTRUMENTS AND TECHNIQUES	COMMENTS OR DESCRIPTIONS
ANECDOTAL RECORDS	A continuous log or diary of student progress in written form. As a detailed record of specific observations, anecdotal records can provide useful data for analysis and interpretation.
CHECKLISTS	Checklists can serve to record performance levels in a variety of activities/situations, such as the completion of tasks associated with specific criteria and participation in group/individual activities. Checklists may be useful for peer, teacher and self-evaluation and for student organization.
INTERVIEWS AND CONFERENCES	Student/teacher conferences may be used to move the student toward increased self-direction, to review an activity, unit or test and to acquire student perceptions about progress, etc.
MEDIA	Teachers may tape record tests to evaluate student listening skills and knowledge. Students may use tape recordings to respond in a testing situation. Student performance may be videotaped for evaluation purposes.

INSTRUMENTS AND TECHNIQUES	COMMENTS OR DESCRIPTIONS
OBSERVATIONS	Observing student behaviour in order to record performance on a checklist or to record data for an anecdotal report is a useful evaluation technique. The focus is usually an individual student or a select number of students undertaking an activity over a given time frame. Observation can include student responses to questions, use of time and materials and participation in discussions and group activities.
SAMPLES OF STUDENT WORK	Samples of student work are collected and qualitative differences in student work over time are assessed using written work, reports, maps, tests, etc.
SELF- AND PEER EVALUATIONS	Peer evaluation is used primarily when assessing other students' participation skills in group activities. Self-evaluation can be used in relation to activities and assignments as well as group work. There should be follow-up to self-evaluation such as a conference with the teacher.
SPECIFIC ASSIGNMENTS	Group activities, such as role playing, simulation games and panel discussions. Speaking activities, such as oral presentations, interviews and debates. Displaying/demonstrating activities, such as artwork, charts, graphs, tables and maps. Written assignments, such as paragraphs, reports and position papers.
QUESTIONNAIRES AND INVENTORIES	Questionnaires may include true/false, multiple choice, key-list, matching and/or sentence completion questions. Inventories provide checklists which may be related to the student's interests and attitudes. The choices provided to the stem of the question are scaled in terms of degree of favourableness or acceptability. Examples of useful inventory choices include: The Likert Scale – a 5-point key which may be used in connection with any attitude statement. Examples of the key are: strongly approve, approve, undecided, disapprove, and strongly disapprove. A summed score may be established by weighting the responses to each statement from 5 for strongly approve to 1 for strongly disapprove. The Semantic Differential – uses descriptive words to indicate possible responses to an attitudinal object. The response indicates the direction and intensity of the student's beliefs from + 3 (very favourable) through 0 (very unfavourable). Rank Order – a group of three or more items is presented which the student arranges in order of preference. This type of item is a cross between matching and key-list questions.

INSTRUMENTS AND TECHNIQUES	COMMENTS OR DESCRIPTIONS
TESTS	Objective tests – matching, fill-in-the-blank, true/false, multiple choice, key-list questions. Free response tests – sentence answers, paragraphs, essays. Testing should be balanced with other evaluation instruments and techniques when determining marks for reporting purposes. Tests should be scheduled. Unscheduled tests may be used for diagnostic purposes rather than for grades or report card marks.

The *Teacher Resource Manual* contains additional information that may be of assistance when evaluating student performance.

SCOPE AND SEQUENCE

A primary goal of the Integrated Occupational English Language Arts Program is to enhance students' self-esteem by providing them with opportunities to become increasingly language competent individuals. Achieving language competence is a developmental process during which skills and related concepts and attitudes are refined and expanded over time in various contexts.

THE SCOPE AND SEQUENCE CHART PROVIDES AN OVERVIEW OF THE CONCEPTS, SKILLS AND ATTITUDES TO BE ADDRESSED AT EACH GRADE LEVEL. TEACHERS ARE ENCOURAGED TO CLUSTER AND SEQUENCE THE CONCEPTS, SKILLS AND ATTITUDES IN KEEPING WITH THE ABILITIES AND NEEDS OF STUDENTS. The skills and related concepts and attitudes are interdependent. It is intended that skills and related concepts and attitudes be applied to a variety of progressively difficult and/or age-appropriate situations as students advance through senior high school. Except in rare circumstances, discrete skill instruction is not advocated. Skills, concepts and attitudes may be taught in context using the Program of Studies/Presentation of Content, the suggested themes outlined in the *Teacher Resource Manual*, or within locally developed themes (see p. 51).

Critical and creative thinking skills are integrated within the learning objectives to enhance student ability to process information, solve problems and make decisions.

Students differ in the ways and rates at which they acquire concepts, skills and attitudes. Teachers are encouraged to sequence objectives and activities to maximize student strengths and needs. Successful sequencing involves matching learning tasks in context to the individual student's needs, interests, learning styles and growth patterns. The sequence should begin with the identification of the student's current performance, lead to the diagnosis of problem areas and focus on promoting language growth.

Learning in context also provides opportunities for students to connect English Language Arts concepts, skills and attitudes to real life experiences. Students will become aware of the relationships between what is learned in school and how that knowledge may be applied in a variety of situations.

The Scope and Sequence Charts include English 16, 26 and 36 to allow teachers to view the development of language throughout the Integrated Occupational English Program. Concepts, skills and attitudes are to be addressed at each grade level at increasingly higher developmental levels and within contexts appropriate to the age level of students.

SCOPE AND SEQUENCE

ENGLISH 16	ENGLISH 26	ENGLISH 36
WRITING		
CONCEPT – *Appropriate prewriting strategies can assist a writer in discovering and expressing meaning.*		
SKILLS		
Applies appropriate strategies for making research notes when reading, listening and viewing, including abbreviating, paraphrasing, identifying main ideas, outlining, webbing *B31**		
Uses brainstorming, group or class discussion, exploratory writing, personal experience and incidental reading to generate ideas for writing *B32*		
Identifies purpose and audience and directs writing and speaking to that audience, and when reporting information through writing, speaking, demonstrating and presenting visually *B33*		
Identifies a topic with some assistance from teacher suggestion and selects appropriate supporting material from ideas generated through prewriting activities *B34*		
		Establishes an appropriately limited subject for writing and identifies suitable material from that which has been generated in pre-writing activities
Recognizes the value of using personal experience for examples and illustrations in support of an idea *B35*	Recognizes situations where other sources of information are needed, and finds and incorporates this information into composition	Uses the appropriate pre writing activities in fulfilling individual intention
Plans compositions, with teacher and peer assistance, and allows for discovery of meaning when writing *B36*		
CONCEPT – *Appropriate organization and development of meaning are essential qualities of written compositions.*		
SKILLS		
Writes an introduction which leads directly to the topic *B37*	Writes an introduction which engages the interest and focuses the attention of the reader	
Develops personal ideas by using methods appropriate to this topic, such as examples or reasons *B38*		Uses methods of development suitable for a particular purpose and audience
Demonstrates the ability to organize thoughts coherently *B39*		
Composes a suitable ending *B40*	Writes a conclusion which follows the train of thought established	

* Letters and numbers following a skill statement relate to the section(s) of the presentation of content (pp. 53-78) in which the skill and related concept and attitudes are addressed.

ENGLISH 16	ENGLISH 26	ENGLISH 36
WRITING (cont'd)		
CONCEPT – *Effective revision involves careful evaluation of ideas and a further shaping of the composition.*		
SKILLS		
Reviews assignments and compositions carefully to assure that all instructions have been followed *B41*		
Follows written, visual and verbal instructions precisely and in sequence, and monitors and reviews behaviour carefully to assure that all instructions have been followed *B42*		
	Identifies those ideas which have not been adequately developed and improves the expression of those thoughts	
Revises word choice and sentence structure in terms of their appropriateness for the subject, purpose and audience *B43*		
Proofreads for errors in grammar, usage, punctuation and spelling *B44*		
	Examines composition for faulty mechanics, unity and coherence	
		Examines composition for faulty mechanics, unity, coherence, emphasis and proportion
Produces a revised version, carefully proofread, with a suitable title *B45*	Produces a revised version, carefully proofread, with a suitable title, footnotes and bibliography where appropriate	
Applies evaluation strategies when appraising performance of self and others when revising, writing and speaking *B46*		
Recognizes the role of modern technology, such as computers and word processors in the writing process *B47*		
CONCEPT – *A writer's ideas and experiences can be presented through various modes of discourse.*		
SKILLS		
Uses personal or exploratory writing, such as journal writing or personal reactions, to express and clarify thoughts and feelings and to develop ideas for other types of writing *B48*		
Shares thoughts or feelings with other people through shaped and polished writing *B49*		
Uses clear, functional prose when conveying information and giving instructions *B50*	Uses clear, functional prose when the purpose is utilitarian, such as when conveying information or arguing a point of view	
CONCEPT – *The ability to write clearly, in a manner appropriate to the occasion, is an important life skill.*		
SKILLS		
Writes social letters in language appropriate for the purpose and audience *B51, D15*		
	Writes clear, concise business letters, such as letters of request or complaint, using a courteous, businesslike tone	
Completes a variety of forms *B52, D16*	Produces a complete and useful résumé	Prepares a résumé and covering letter for specific application
Writes a concise, factual short report in response to a specific assignment or on a subject of special interest *B53*	Writes a clear, well-organized report on a topic that requires some investigation	Writes for a specific purpose and audience an acceptable report, which includes appropriate material located through research

ENGLISH 16	ENGLISH 26	ENGLISH 36

READING

CONCEPT – *Reading, viewing and listening are processes that demand active involvement of the individual.*

SKILLS

Responds with increasing sensitivity, thoughtfulness, articulation, and self-reliance to the material to which he or she reads, views and listens *A1*

Understands that the study of literature and print/non-print media involves initial reading of the material, personal response; sufficient thoughtful consideration to assure understanding, possible sharing of one's response with others, orally or in writing; and, where appropriate, a personal, social or critical evaluation *A2, C3*

Expresses feelings, thoughts and ideas about literature, media and real life experiences through writing and speaking *A3, C4*

CONCEPT – *The study of literature can fulfil a variety of goals for the individual.*

SKILLS

Understands that reading, viewing and listening can increase one's enjoyment, knowledge and appreciation of literature and media, and develops one's understanding of self and others *A4*

CONCEPT – *Enjoyment and appreciation of literature depend on favourable attitudes, extended range of reading materials, extended range of responses and stimulation of imagination.*

SKILLS

Reads literature for the enjoyment and stimulation of imagination it provides *A5*

Reads literature for enjoyment and understanding of its content and emotional appeal

Reads literature for enjoyment, understanding and appreciation

CONCEPT – *Human experiences and values can be explored through literature.*

SKILLS

Describes the major physical characteristics and personality traits of characters in literature and media and relates these to real life experiences *A6*

Discovers and discusses the motives of a character's actions

Infers and evaluates the motivation for a character's behaviour

Expands experiences vicariously *A7*

Examines values expressed through literature/media

ERIC

ENGLISH 16	ENGLISH 26	ENGLISH 36
READING (cont'd)		
		Becomes aware of some of the variety, origins, conflicts and trends in human values
Relates literary/media experience to personal experience *A8*		
	Relates personal and societal values to values expressed through literature/ media	
		Appraises the values expressed in a literary selection
Uses critical and creative thinking skills to determine alternative solutions to problem situations portrayed in the literature and media *A9*		
CONCEPT – *The understanding and appreciation of a literary selection is dependent upon the recognition and understanding of the general characteristics of literary forms and the relationship of form, idea and purpose.*		
SKILLS		
Identifies the subject *A10*	Identifies the subject and purpose	
	Identifies the theme(s)	Assesses the validity of the theme in relation to life in general and in relation to his own experience
Summarizes the content *A11*	Retells or summarizes the content and identifies the basic organization the author has used	
	Distinguishes between major and minor events or ideas, and identifies the influences of the setting on character and action	Considers how the impact of a work is affected by its organization such as a cliffhanger ending
	Distinguishes among the various forms of literature, such as prose, poetry, drama	
		Compares and contrasts presentation of ideas in two or more literary forms
		Generalizes about the effect of form in literary selections read
		Identifies the point of view of a literary selection
		Recognizes the mood and tone of a literary selection

ENGLISH 16	ENGLISH 26	ENGLISH 36
READING (cont'd)		
CONCEPT – *Locating, selecting and evaluating written, visual and verbal materials, frequently required to fulfil one's purpose, are important life skills.*		
SKILLS		
Identifies purpose for reading, listening and viewing, and extracts information based on that purpose *B17*		
	Identifies purpose for reading and selects appropriate information	Identifies purpose for reading, and selects and synthesizes relevant ideas
Locates information in such sources as newspapers, magazines, instruction sheets and handbooks through the use of card catalogues, Dewey decimal system, audio-visual materials, technology and other research methods *B18*		
	Gains information from special interest books and periodicals, encyclopedias and other reference books	Uses technical publications, trade journals, advanced instruction books and other reference material
Obtains occupational information *D17*	Arranges information for use in achieving purpose	Assesses and evaluates information in terms of projected use
CONCEPT – *An effective reader is able to select and use a variety of reading strategies appropriate to the purpose.*		
SKILLS		
Increases both reading rate and comprehension through the application of good reading techniques, such as reading in larger units and making effective use of contextual clues, and recognizes that comprehension must not be sacrificed for speed *B19, D9*		
Expands strategies for determining meaning, such as using prior knowledge, prefixes, suffixes, roots, contextual clues, discussing to determine meanings, locating definitions in dictionaries and glossaries, predicting confirming, summarizing, questioning, visualizing, re-reading, seeking assistance *B20*		
Varies reading rate depending on purpose and material, and uses reading rate appropriate to the purpose and the complexity of the material *B21, D10*		
Uses skimming as a rapid reading technique and uses scanning as a process for quickly locating information, e.g., when locating key words in order to follow instructions *B22, D11*		
	Demonstrates increased ability to skim and scan for required information	
Recognizes that reading of complex material will be more effective if a reading strategy such as SQ3R (Survey-Question-Read-Recite-Review) is used *B23*		
		Identifies and uses appropriate methods of reading for studying and other purposes

ENGLISH 16	ENGLISH 26	ENGLISH 36

VIEWING

CONCEPT – *Appreciation and understanding of print and non-print messages require an understanding of purpose.*

SKILLS

Identifies the purpose, message and intended audience of print and non-print communications, and uses this knowledge to extract information *C1, D1*

Interprets and synthesizes information from written, visual and verbal sources for a variety of purposes, such as to follow and give instructions *C2, D2*

Follows written, visual and verbal instructions precisely and in sequence, and monitors and reviews behaviour carefully to assure that all instructions have been followed *D3*

Identifies the level at which a visual image communicates, and discusses its relation to the basic purpose for which the image was produced

CONCEPT – *Elements in and structure of the image strongly influence the total effect of the communication.*

SKILLS

Understands that manipulative devices, such as colour, angle, lighting, movement and perspective are used to influence the viewer *C5*

Relates the elements of the image to the purpose and message of the image

Understands that manipulative devices are used to persuade the viewer, especially in advertising

Recognizes how the content of the image is affected by the use of such devices as camera angles, framing and arrangement into sequences *C6*

Recognizes and discusses the effects on the viewer of idealization and distortion in media productions *C7*

Appreciates effects of editing, such as biasing content and enhancing mood or theme

Recognizes, interprets and evaluates the effects on the viewer of idealization and distortion in media production

CONCEPT – *Many "visual communications" are really audio-visual messages which use sound and image together to communicate a message.*

SKILLS

Recognizes the intentional use of sound to create appropriate atmosphere for the visual message, to communicate content which is supplemented by the visual message, or to soothe, irritate or distract the viewer *C8*

Discusses the relationship between sound effects, language or other non-visual means and the visual image in media, such as film and television, and of language and visual imagery in newspapers or magazines (especially advertising and cartoons)

ENGLISH 16	ENGLISH 26	ENGLISH 36
VIEWING (cont'd)		
		Discusses combined visual effects, sound effects, and language in a mixed-media presentation, television production or film
CONCEPT – *The viewer, listener and reader must evaluate the apparent reality created in media products.*		
SKILLS		
Discusses emotions, facts and opinions expressed visually and relates these to real life experiences *A12*		
	Analyze propaganda and advertising techniques used in viewing messages	
Discusses emotions, facts and opinions, and techniques used to express them in print and non-print materials *C9*		
		Evaluates the aura of reality created in visual messages, especially propaganda
Recognizes the difference between fact and fantasy in media portrayals of everyday life *A13, C10*		
CONCEPT – *Visual communication is similar in many ways to verbal forms of communication.*		
SKILLS		
Discusses relationships among a wide variety of media, such as film, television, cartoons, advertising, drama and literature *C11*		
	Recognizes that visual messages may employ imagery, mood, irony, tone, symbolism, humour, structure and pace	
		Discusses the ways in which visual media make use of stylistic devices (colour, texture, body language, connotation) to influence the viewer

ENGLISH 15	ENGLISH 26	ENGLISH 36

LISTENING

CONCEPT – *Listening is an active, not a passive process.*

SKILLS

Recognizes that effective listening is an active process which requires not only literal comprehension but also interpretive and critical thinking, e.g., when listening to follow instructions, t gather information *A14, B24, D4*

Identifies and considers the factors which interfere with effective listening and attempts to overcome interferences created by the environment, the speaker and the listener

Observes the courtesies of a good listener *A15, B25, D5*

CONCEPT – *Sensitivity to ideas, tone and purpose is an integral part of receiving a spoken communication.*

SKILLS

Recognizes and recalls the central and supporting ideas in an oral presentation *B28, D6*

Identifies the speaker's purpose *B29, D7* Recognizes the speaker's attitude, tone and bias

Distinguishes between emotional appeal and reasoned argument

Displays sensitivity to both verbal and non-verbal indicators of the speaker's intent or attitude, such as inflections, body language and facial expression *A16, B30, D8*

CONCEPT – *Listening to obtain information involves attentive, open-minded reception of the message presented.*

SKILLS

Recognizes that listening for information is an everyday activity that can be improved by knowing and using good listening techniques *B26*

Identifies the purpose for listening, reading and viewing, and extracts information based on that purpose *B27*

Uses effective listening techniques, such as mentally reviewing major points of the message

Listens actively for the speaker's theme, main ideas and supporting details and organizes and reviews these in his/her mind when listening

Seeks clarification of information not understood, or expansion of ideas superficially developed

ENGLISH 16	ENGLISH 26	ENGLISH 36

LISTENING (cont'd)

CONCEPT – *Critical listening, viewing and reading involves an assessment of the validity of the message presented.*

SKILLS

Distinguishes between fact and opinion and uses critical thinking skills to formulate foundations for personal opinions by gathering information from a variety of sources, assessing the validity of information and sources, and recognizing that an issue/problem may have more than one side *B16, C12*

Identifies basic persuasive techniques such as glamorous generalities, flattery, appeals to fear, or prejudice

Detects fallacies in the speaker's argument such as hasty generalizations or false analogies

Identifies the functions and intentions of the speaker and differentiates between the content of the address and the performance of the speaker

Analyzes a variety of presentations to identify the persuasive techniques used

Assesses both the performance of the speaker and the content of the address

Evaluates the source of information

ENGLISH 16	ENGLISH 26	ENGLISH 36

SPEAKING

CONCEPT – *The ability to speak easily, clearly and effectively is an essential communication skill.*

SKILLS

Clarifies and extends thinking by expressing thoughts orally *A17, B8*

Expresses thoughts clearly when responding to literature, when generating ideas for writing, and when revising and editing material, such as in writing workshop situations, and when asking, answering and discussing *A18, B9*

Displays an increase in self-confidence during discussion situations *A19, B10*

Increases personal confidence in speaking on familiar topics, in oral reading of appropriate prose or poetry selections, and in giving prepared talks from notes or memory

Displays increased facility in the effective use of vocabulary to convey ideas and feelings accurately and concisely *B11*

Uses voice production factors, such as volume and emphasis, and non-verbal factors, such as gestures and eye contact effectively, to communicate meaning, mood and interest *B12*

CONCEPT – *The ability to function effectively in a group includes using talk to advance the purposes of the group and respecting group etiquette.*

SKILLS

Makes a positive contribution to a small group discussion by supporting the advancement of the ideas and thinking of the group, and by observing the courtesies of group discussion *B13*

Discusses factors that impair group discussion, such as individuals focusing on personal needs, and becomes familiar with the role of group leader *B14*

Demonstrates increased facility in functioning both as a group member and a group leader

Summarizes the main points and conclusions *B15*

ENGLISH 16	ENGLISH 26	ENGLISH 36
SPEAKING (cont'd)		
CONCEPT – *Communication situations call for appropriate language, tone and non-verbal behaviour to suit the audience, occasion or purpose.*		
SKILLS		
Expresses thoughts and feelings, explores ideas, and seeks information through talk appropriate for the purpose, audience and setting *B1*		
Uses questions to clarify and expand understanding, and monitors personal questioning strategies *B2, D12*		
Listens carefully to questions to capture meanings, identifies the purpose of the question and responds accordingly *B3*		
Develops competence in presenting information orally, such as explaining and giving instructions *B4, D13*	Characterizes persuasive speech and speak persuasively in appropriate situations	Demonstrates increased facility with both explanatory and persuasive speaking in a variety of situations
Enhances some presentations using diagrams, charts, graphs and demonstrations *B5*		
	Develops a topic adequately, arranges ideas in appropriate order, and finishes with a concluding statement	
Functions at informal social gatherings using techniques such as introducing people and starting conversations *B6*		Understands and observes the rules and procedures which govern a business meeting
Uses the strategies necessary to participate in an effective job interview *B7, D14*	Uses the procedures and courtesies common to an interview situation	Participates effectively in job interviews

PROGRAM OF STUDIES/PRESENTATION OF CONTENT

The following Program of Studies/Presentation of Content integrates the prescribed knowledge, skills and attitudes of the English 16 program and is organized into four columns. The shaded statements contained in the *Program of Studies/Curriculum Guide* (column 1) enable the reader to identify readily those portions of the program that are prescribed. Local adjustments to the design and delivery of this curriculum may be necessary in order to meet individual student's abilities, needs, interests and learning styles.

Learning objectives stated in the Program of Studies/Presentation of Content (column 1) have been supported with:

- Related Life Skills (column 2)
- Related Applications Across the Curriculum (column 3)
- Suggested Strategies/Activities (column 4).

The advice and direction offered throughout columns 2, 3 and 4 is not prescriptive, and is offered only as a service to teachers. The Related Life Skills found in column 2 establish an immediate need or use for each skill being studied, and suggest ways of planning relevant learning experiences. Further suggestions for relating language arts to applications in the occupational component and other academic disciplines are provided in column 3, Related Applications Across the Curriculum. The references provided in this column will facilitate curricular integration by establishing a base for cooperative planning among other subject area teachers in the program. A variety of strategies useful in addressing developmental characteristics and learning styles of the student are provided in Suggested Strategies/Activities, column 4.

Background information and attitudes to be addressed throughout the English Language Arts program are outlined on the initial page of each section.

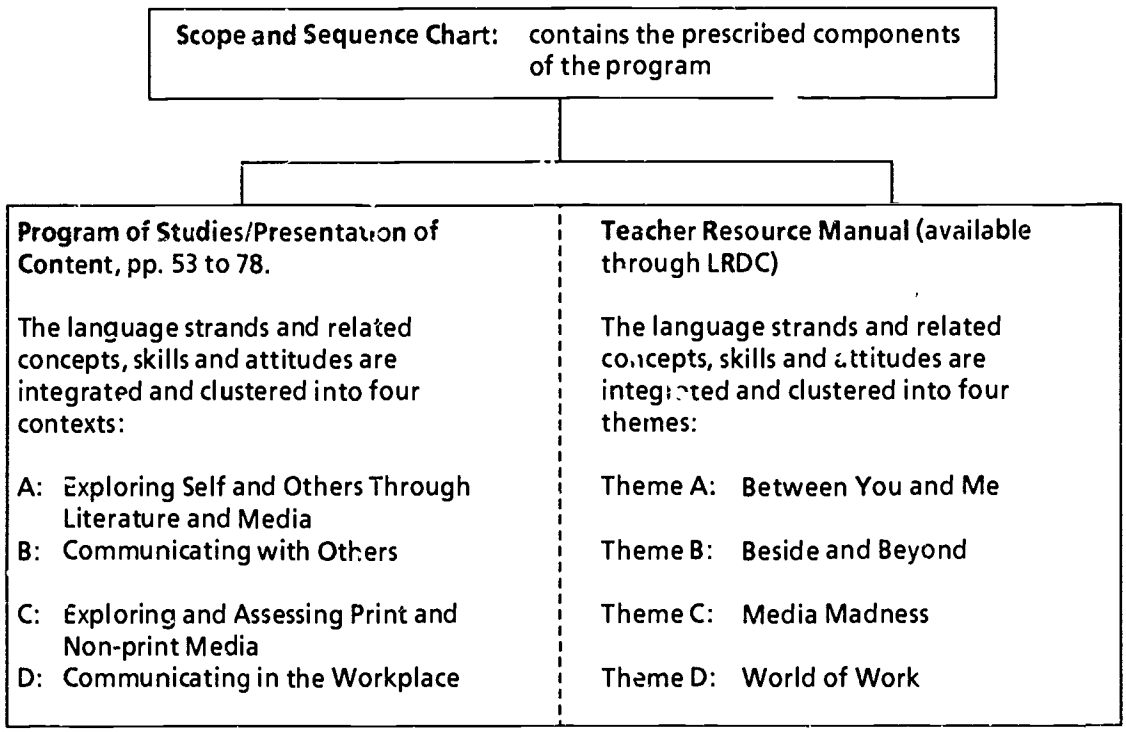
It is intended that the prescribed components of the program listed in the Scope and Sequence (pp. 39 to 49) be clustered and integrated within meaningful contexts. Teachers are encouraged to organize for instruction in keeping with the abilities, needs and interests of students, using the sections in the Program of Studies/Presentation of Content (pp. 53 to 78), the thematic units presented in the *Teacher Resource Manual*, locally developed themes, or a combination of various approaches.

The *Teacher Resource Manual* also contains supplementary activities, teaching strategies and background information to develop further the language strands and related concepts, skills and attitudes. In addition, the *Teacher Resource Manual* references selections from the basic student resource.

Teachers are encouraged to integrate language strands and address concepts, skills and attitudes within meaningful contexts.

The prescribed components of the English 16 program are presented in three formats, as illustrated in the diagram below. Teachers may organize for instruction using one, or a combination of, the following instructional materials:

- SCOPE AND SEQUENCE CHARTS (pp. 38 to 49) where concepts and skills are organized into the language strands
- PROGRAM OF STUDIES/PRESENTATION OF CONTENT (pp. 53-78) where concepts, skills and attitudes relating to the language strands are integrated within four life skills areas
- TEACHER RESOURCE MANUAL where the prescribed concepts, skills and attitudes relating to the language strands are integrated within four thematic units.



The themes developed in the *Teacher Resource Manual* supplement and support the four sections in the Program of Studies/Presentation of Content section of this document. To illustrate, Theme A "Between You and Me" addresses the strands and related concepts, skills and attitudes that are contained in "Exploring Self and Others Through Literature and Media"; Theme B supports and supplements "Communicating with Others"; Theme C extends "Exploring and Assessing Print and Non-print Media"; and Theme D contains the strands and related concepts, skills and attitudes to be developed in "Communicating in the Workplace".

ENGLISH 16

WRITING, READING, VIEWING, LISTENING, SPEAKING

A: EXPLORING SELF AND OTHERS THROUGH LITERATURE AND MEDIA

Reading, viewing and listening to print and non-print media including literature will provide opportunities for students to explore themselves and others. A variety of media, such as newspapers, periodicals, films, videotapes, music, live theatre and television programs will promote student investigation of human behaviour, and application of critical/creative thinking skills and decision-making/problem-solving strategies.

Enjoyment and appreciation of literature depend on favourable attitudes, ranges of reading materials, personal responses and stimulation of imagination. Novels, short stories, poems and plays may contribute to what one understands about the feelings and behaviours of self and others. Reading, viewing and listening to literature and media in the classroom will:

- provide opportunities for students to explore human experiences and values, vicariously expand personal experiences and enhance tolerance and understanding
- increase student ability to respond to literature and media, and express self through writing and speaking
- provide opportunities to share thoughts and feelings with peers and reflect on reading interests
- enhance one's enjoyment and appreciation of good literature and one's ability to select literature and media critically
- provide opportunities to apply critical/creative thinking, problem solving and decision making to a variety of situations in the literature and media, and compare with real life situations.

COMMUNITY PARTNERSHIPS: Community partnership activities may enhance student appreciation of literature and media, encourage creativity and one's use of imagination and assist students to recognize the role of literature and media in society. Inviting an author, a newspaper columnist or editor, a representative from an advertising agency or a television news/sports reporter may increase student understanding and appreciation of literature and media. Field trips may also contribute to student appreciation of literature and media, and may include visits to a newspaper office, film studio, television or radio station and live play.

ATTITUDES

Students should demonstrate positive attitudes toward:

- good literature and the role of literature and media in fostering personal growth
- recognizing that exposure to literature and media may support or contrast with one's personal opinions and experiences
- making decisions based on investigating alternatives using critical/creative thinking, problem-solving and decision-making strategies.

SKILLS

The skills relating to **EXPLORING SELF AND OTHERS THROUGH LITERATURE AND MEDIA** are integrated within the Learning Objectives listed in column one.

LEARNING OBJECTIVES	Related Life Skills
Concept: Reading, viewing and listening are processes that demand active involvement of the individual.	
1. Responds with increasing sensitivity, thoughtfulness, articulation and self-reliance to the material to which he or she reads, views and listens.	
2. Understands that the study of literature and media involves initial reading, viewing and listening to the material, personal response, sufficient thoughtful consideration to assure understanding, possible sharing of one's response with others, orally or in writing, and, where appropriate, a personal, social or critical evaluation.	
3. Expresses feelings, thoughts and ideas about literature, media and real life experiences through writing and speaking.	
Concept: The study of literature can fulfil a variety of goals for the individual.	
4. Understands that reading, viewing and listening can increase one's enjoyment, knowledge and appreciation of literature and media, and develop one's understanding or self and others.	
Concept: Enjoyment and appreciation of literature depend on favourable attitudes, extended range of reading materials, extended range of responses and stimulation of imagination.	
5. Reads literature for the enjoyment and stimulation of imagination it provides.	Selects and reads materials of interest from community resources, such as public libraries, retail book outlets, etc. Selects reading materials from libraries, retail outlets, etc., to assist when completing: - home improvements - car repairs.
Concept: Human experiences and values can be explored through literature.	
6. Describes the major physical characteristics and personality traits of characters in literature and media and relates these to real life experiences.	
7. Expands experiences vicariously.	
8. Relates literary/media experience to personal experience.	Recognizes a conflict situation at home or in the workplace and develops strategies to resolve the situation.
9. Uses critical and creative thinking skills to determine alternative solutions to problem situations in the literature and media.	Displays empathy and understanding towards the feelings and circumstances of others.
Concept: The understanding and appreciation of a literary selection is dependent upon the recognition and understanding of general characteristics of literary forms and the relationship of form, idea and purpose.	Becomes aware that interactions between people reveal the nature of relationships: e.g., use of "pet" names signs of affection displays of care/concern positive/polite regard for the other.
10. Identifies the subject.	
11. Summarizes the content.	

Related Applications Across the Curriculum	Suggested Strategies/Activities
General	
Uses a variety of reading materials to expand knowledge in all subject areas.	Have students list items they presently read. Provide opportunities for students to discuss their reading interests, reasons for reading and predict what they may read in the future.
Summarizes the activities and assignments in a class to a classmate who was absent.	Provide opportunities for students to classify the items from their list as fiction or non-fiction and to discuss similarities and differences. Have students predict the type of resource they will use most often in the future.
Science	
Gathers information about topics that are investigated within each theme through the use of media resources: e.g., newspapers magazines radio television.	Have students list and classify television programs as fiction or non-fiction and discuss the purpose of each: e.g., to entertain to instruct to inform.
Locates specific information in science textbooks or reference materials.	Have students prepare a brief oral presentation about a favourite book, story, poem, movie or television program. (See *Teacher Resource Manual*, Speaking, Viewing and Listening.)
Social Studies	
Views and reads news items and identifies the issue and participants in conflict situations.	Provide opportunities for students in small groups to complete a character sketch. Assist students to realize that a character may be developed through the character's conversations, actions, what others say about the character and what the author says. Have students relate the character to themselves by discussing whether the characters behave realistically, etc. Have students support their answers with details from the story.
Follows the "plot" of a news item on a daily basis and predicts outcomes.	
Forms an opinion about political parties and decisions by gathering data from a variety of sources.	Have students use problem-solving strategies to determine alternative solutions to a problem in a story/play/television program or real life situation.
Occupational Courses	
Applies critical/creative thinking skills to community partnership experiences. e.g., interprets instructions from co-workers and supervisors evaluates alternative strategies for performing tasks monitors personal performance of assigned tasks.	Provide opportunities for students to read literature and relate the situations and characters to their personal circumstances. Sharing activities may include discussing, writing and demonstrating.
Summarizes and compares work experience and related abilities during the job search process: e.g., identifies personal strengths identifies personal limitations relates previously learned knowledge and skills to other work situations.	Select a short story or novel that has a film or audio version (e.g., "Tell-Tale Heart", "Outsiders", "The Most Dangerous Game", "A Christmas Carol"). Read, view and listen to the selection alternatively and discuss differences/similarities among the media forms: e.g., use of visuals and sound to enhance/detract from selection modification of storyline.

LEARNING OBJECTIVES	Related Life Skills
Concept: The viewer must evaluate the apparent reality created in media products. 12. Discusses emotions, facts and opinions expressed visually and relates these to real life experiences. 13. Recognizes the difference between fact and fantasy in media portrayals of everyday life.	Makes connections between actions and their affects in daily routine. e.g., Overeating and lack of exercise may lead to heart disease. Smoking may lead to cancer. Lack of brushing and flossing teeth may lead to tooth and gum decay/ disease. Breaking curfew may result in being "grounded".
Concept: Listening is an active, not a passive process. 14. Recognizes that effective listening is an active process which requires not only literal comprehension but also interpretive and critical thinking. 15. Observes the courtesies of a good listener.	Recognizes that gathering information from a variety of sources about political representatives will result in responsible voting.
Concept: Sensitivity to ideas, tone and purpose is an integral part of receiving a spoken communication. 16. Becomes sensitive to both verbal and non-verbal indicators of the speaker's intent or attitude, such as inflections, body language and facial expression.	Uses print and non-print media to gather information before making decisions: e.g., employment, purchases, opinions. Purchases items after analyzing the product, the price, the related advertisements, etc.
Concept: The ability to speak easily, clearly and effectively is an essential communication skill. 17. Clarifies and extends thinking by expressing thoughts orally. 18. Expresses thoughts clearly when responding to literature, when generating ideas for writing. 19. Displays an increase in self-confidence during discussion situations.	Uses creative thinking to generate, analyze and compare alternative solutions/ decisions before carrying out a plan. Evaluates outcomes using critical thinking strategies. Analyzes the behaviour of friends and family members to gain insight when solving disagreements. Monitors personal communication skills in discussions at home, at the workplace and in the community. Relates government decisions to future employment opportunities within the community: e.g., road upgrading tax concessions and increases.

Related Applications Across the Curriculum	Suggested Strategies/Activities

General

Uses problem-solving, decision-making and critical/creative thinking strategies in all courses to increase understanding of concepts, skills and attitudes.

Mathematics

Selects and applies appropriate strategies in problem situations:
e.g., identifies patterns and relationships
breaks the problem down into smaller parts
selects and sequences the operations needed to solve the problem
evaluates the process and results.

Science

Applies appropriate strategies and skills when conducting scientific inquiry, solving technical problems and making decisions about the use of science and technology in society:
e.g., distinguishes between relevant and irrelevant information
gathers information through experimentation
organizes information for clarity
makes connections between new ideas and prior knowledge
evaluates the logic and quality of ideas and information.

Social Studies

Applies critical and creative thinking skills when:
- interpreting and synthesizing input from a variety of sources on an issue
- evaluating personal contributions to the quality of life in the community.

Uses creative thinking strategies to generate alternative solutions to current community/ national/global issues.

Occupational Courses

Interprets visuals in the workplace to enhance knowledge:
e.g., safety symbols and posters
tools/equipment instructions.

The use of various thinking tools (see *Teacher Resource Manual*, Process, "de Bono's Tools for Teaching Thinking" and "Critical/Creative Thinking Strategies") encourages creativity in arriving at solutions/alternatives to problems. The processes of evaluating the pros and cons, considering alternatives, identifying priorities and recognizing feasible directions involve skills that students may transfer to everyday situations. Strategies that facilitate the thinking process include:
- brainstorming
- providing a visual display of the information for ready reference throughout the process
- engaging in "what if . . ." exercises and listing the consequences
- assisting students to concentrate and refocus on the immediate tasks.

Have students contribute to a chart of possible consequences to relevant issues:

	Short Term Consequences	Long-Term Consequences
Should I take a part-time job?		

Provide opportunities for students to analyze and evaluate advertisements from newspapers, magazines, radio, television, etc. Encourage students to bring advertisements to class for analysis.

Read a story from the literature or a newspaper/ magazine article with students. Analyze the issue/ problem presented and provide opportunities for students to imagine, generate, explore and share ideas and thoughts on the issue/problem presented.

Have students use critical and creative thinking skills to develop alternative problem-solving strategies relating to stories in the literature, current news issues and situations at home or in school.

Community Partnerships

Have students compare and discuss movie critic reviews and ratings with their own opinions. Provide opportunities for students to write a critical analysis based on a television program or movie.

Encourage students to summarize or bring advertisements to class. Discuss the use of vocabulary to clarify, distract and/or confuse the consumer.

ENGLISH 16

WRITING, READING, VIEWING, LISTENING, SPEAKING

B: COMMUNICATING WITH OTHERS

Interpersonal communication involves receiving and expressing ideas, feelings and information through the integration of the language strands. "Communicating with Others" provides opportunities for students to use listening, viewing and reading to gather information and ideas. This section also allows students to express ideas and feelings, and convey information through speaking and writing.

Asking, answering and discussing are valuable interpersonal communication skills and assist one to clarify, inform, focus and express ideas, feelings and information. An accepting atmosphere is important in order to increase students' self-confidence and will provide the foundation needed for students to take the risks required to ask and answer questions.

Gathering, organizing and reporting information require the integration and use of language strands. People gather, organize and report information in a variety of settings on a daily basis. To illustrate, individuals may gather and compare information about prices from retail outlets, wholesale distributors, newspapers and catalogues before making a purchase; organize, categorize and prioritize tasks in the workplace to increase efficiency; or report the results of using equipment at the workplace to a supervisor, family member or friend.

The following may be used as guidelines when developing interpersonal communication skills:

- Communication at home, at school, in the workplace and in the community will be enhanced using a variety of asking and answering strategies
- Enhancing the purpose of a group requires the application of speaking, listening and viewing, and adherence to formal and informal rules of behaviour and language use.
- One must be aware of non-verbal communication when asking, answering and discussing and be sensitive to the feelings of others.
- Prior personal experiences, language and language patterns can be used as a base upon which to build writing and speaking skills.
- Talking will assist one to generate, clarify, explore and organize thoughts, ideas and information.
- One must evaluate information and sources of information in order to make decisions and form opinions.
- The writing process is a non-linear recursive activity which involves editing, revising and rewriting, and will provide opportunities for students to generate, clarify, explore, re-shape and focus thoughts, ideas and feelings.
- Sharing thoughts, ideas and feelings through talk during the writing process will provide opportunities for students to receive input from teachers and peers.
- One must identify and use audience and purpose to direct writing and speaking.
- Modern technology may be useful when gathering, organizing, storing and reporting information.

COMMUNITY PARTNERSHIPS: Involvement in the community may enhance interpersonal communication skills. Community partnership activities could involve interviewing community members to gather information about a relevant issue or topic, volunteering at a senior citizen's centre to visit with the residents, inviting a personnel officer or employer to discuss employment interview strategies, and hosting a school "Open House" or "Career Day".

ATTITUDES

Students should demonstrate positive attitudes toward:

- taking risks and asking questions to clarify, review and increase knowledge
- using strategies required to ask and answer questions appropriately
- developing self-confidence that allows one to ask and answer questions and offer personal opinions in a variety of situations
- the welfare and rights of others and the ability to be tolerant and accepting of the opinions of others.

SKILLS

The skills relating to **COMMUNICATING WITH OTHERS** are integrated within the Learning Objectives listed in column one.

LEARNING OBJECTIVES	Related Life Skills

Concept: Communication situations call for appropriate language, tone and non-verbal behaviour to suit the audience, occasion and purpose.

1. Expresses thoughts and feelings, explores ideas, and seeks information through talk which is appropriate for the purpose, audience and setting.
2. Uses questions to clarify and expand understanding, and monitors personal questioning strategies.
3. Listens carefully to questions to capture meanings, identifies the purpose of the question and responds accordingly.
4. Develops competence in presenting information orally.
5. Enhances some presentations using diagrams, charts, graphs and demonstrations.
6. Functions at informal social gatherings using techniques, such as introducing people and starting conversations, monitoring and evaluating personal involvement in discussion situations.
7. Uses the strategies necessary to participate in an effective job interview.

Concept: The ability to speak easily, clearly and effectively is an essential communication skill.

8. Clarifies and extends thinking by expressing thoughts orally.
9. Expresses thoughts clearly when responding to literature, generating ideas for writing and when revising and editing material, such as in writing workshop situations, and when asking, answering and discussing.
10. Displays an increase in self-confidence during discussion situations.
11. Displays increased facility in the effective use of vocabulary to convey ideas and feelings accurately and concisely.
12. Uses voice production factors, such as volume and emphasis, and non-verbal factors, such as gestures and eye contact, effectively, to communicate meaning, mood and interest.

Concept: The ability to function effectively in a group includes using talk to advance the purpose of the group and respecting group etiquette.

13. Makes a positive contribution to a small group discussion by supporting the advancement of the ideas and thinking of the group, and by observing the courtesies of group discussion.
14. Discusses factors that impair group discussion, such as individuals focusing on personal needs, and becomes familiar with the role of group leader.
15. Summarizes the main points and conclusions.

Concept: Critical listening involves an assessment of the validity of the message presented.

16. Distinguishes fact from opinion and uses critical thinking skills to formulate foundations for personal opinions by gathering information from a variety of sources, assessing the validity of information and sources, and recognizing that an issue/problem may have more than one side.

Uses questions to initiate conversations at social gatherings.

Investigates and resolves conflict situations between self and others by questioning those involved.

Asks a friend for more detailed information on how to get to his/her home.

Responds appropriately to questions during a job interview.

Uses non-verbal and verbal skills to avoid conflict situations.

Avoids the use of slang expressions in formal social situations.

Pronounces words clearly and distinctly to be understood in all situations:
e.g., answering the telephone
giving directions.

Contributes to conversations by waiting for appropriate pauses.

Encourages the speaker to continue by using non-verbal messages:
e.g., eye contact
facial expressions
arm and hand gestures.

Contributes to discussions by using questioning techniques, listening skills and observing formal and informal rules.

Displays sensitivity to others when sharing information.

Questions the validity of television, radio, magazine and other advertisements.

Accepts others to his or her circle of friends who may differ in religion, race, ethnic background and opinions.

Understands that gossip and rumour are not necessarily based on facts.

Forms an opinion about a product based on personal use:
e.g., clothing
sports equipment
hair care product.

Related Applications Across the Curriculum	Suggested Strategies/Activities

General

Asks and answers questions, and contributes to discussions in all classes by speaking clearly and using appropriate volume.

Answers questions orally and in writing, using appropriate techniques in all subject areas.

Recognizes that rules for discussion may differ according to subject area/situation and responds accordingly.

Contributes to group work in all classes by recognizing group roles, listening to others and following the formal and informal rules.

Mathematics

Understands the problem and seeks required information by asking questions before attempting a solution.

Science

Identifies problems, defines issues and evaluates alternative solutions prior to investigating and researching.

Formulates questions to guide research and/or inquiry.

Social Studies

Recognizes a variety of political views relative to current topics of discussion and restates or expresses an opinion in personal language.

States an opinion about an issue in the media and supports the opinion with details.

Occupational Courses

Uses a variety of questioning strategies in the workplace:
e.g., to clarify instructions; to obtain information.

Demonstrates the ability to work as a team member:
e.g., uses discussing strategies and brainstorming
accepts assigned roles, responsibilities and tasks
shares information
helps a classmate or co-worker.

Provide opportunities for students to engage in discussions (see *Teacher Resource Manual*, Speaking) as a class or in small groups.

Establish an atmosphere of trust, acceptance and support to assure students that their questions, answers and contributions during discussions are invited, respected and viewed seriously.

Select topics familiar to students and provide opportunities for students to peer and self-evaluate performance during discussions.

Provide opportunities for students to share ideas about the need for rules when discussing. Have students generate a set of rules, the reasons for them and the consequences for breaking them.

Discuss strategies that may be used to ask questions, and encourage students to clarify instructions and procedures of self and others.

Organize students into groups and have them formulate questions they would include on a unit exam for a course; e.g., social studies. Collect the questions and use the following to discuss:
- Why is it important to know that?
- Will this question give the information you are looking for?

Provide a copy of the questions to the subject area teacher to be discussed during review or to be used on the test.

Ask students to share their opinions about movies, television programs, rock stars, etc. Have them give reasons for their opinions and discuss whether their opinions are based on facts, inferences, assumptions, etc.

Provide opportunities for students to role play real life situations to practise asking and answering techniques, emphasizing politeness, focus on the issue, use of eye contact, facial expressions, body movement and gestures, and pauses before answering a question in order to focus on the message and form an appropriate response.

Provide students with opportunities to practise formulating "I" messages (see *Teacher Resource Manual*, Speaking). Assist students to understand that these are personal thoughts and opinions based on individual experiences and to avoid imposing them on others.

Community Partnerships

Have students organize visits to hospitals, senior citizens' centres, etc., to provide practice in discussion skills.

Provide opportunities for students to share or role play their recent discussion experiences in the community and have students identify the skills used.

LEARNING OBJECTIVES	Related Life Skills

Concept: Locating, selecting and evaluating written visual and verbal materials frequently required to fulfil one's purpose, are important life skills.

17. Identifies the purpose for reading, listening and viewing and extracts information based on that purpose.
18. Locates information in such sources as newspapers, magazines, instruction sheets and handbooks, through the use of card catalogues, Dewey decimal system, audio-visual materials, technology, and other research methods.

Concept: An effective reader is able to select and use a variety of reading strategies appropriate to the purpose.

19. Increases both reading rate and comprehension through the application of good reading techniques, such as reading in larger thought units and making effective use of contextual clues, and recognizes that comprehension must not be sacrificed for speed.
20. Expands strategies for determining meaning, such as using prior knowledge, prefixes, suffixes, roots, contextual clues; discussing to determine meaning; locating definitions in dictionaries and glossaries; predicting, confirming, summarizing, questioning, visualizing, re-reading, seeking assistance.
21. Varies reading rate depending on purpose and material, and uses reading rate appropriate to the purpose and complexity of the material.
22. Uses skimming as a rapid reading technique and uses scanning as a process for quickly locating information.
23. Recognizes that reading of complex material will be more effective if a reading strategy, such as SQ3R (Survey, Question-Reading-Recite-Review) is used.

Concept: Listening is an active, not a passive process.

24. Recognizes that effective listening is an active process which requires not only literal comprehension but also interpretive and critical thinking; i.e., when listening to gather information.
25. Observes the courtesies of a good listener.

Concept: Listening to obtain information involves attentive, open-minded reception of the message presented

26. Recognizes that listening for information is an everyday activity that can be improved by knowing and using good listening techniques.
27. Identifies the purpose for listening, reading and viewing, and extracts information based on that purpose.

Uses a variety of sources to gather information about employment opportunities, community services, transportation schedules, etc.:
e.g., newspapers, telephone directories, maps, bus schedules, calendars.

Refers to electronic equipment around the home using the proper terms:
e.g., VCR, ghetto blaster, stereo, computer software.

Appreciates a joke or pun drawing upon knowledge of multiple meanings of words.

Interprets advertisements that use multiple meanings to send messages.

Uses contextual clues, a thesaurus, glossary or dictionary to determine meanings when reading, viewing and listening:
e.g., reading a newspaper article
listening to a political speech
viewing a television program.

Becomes increasingly sensitive in the choice of words to describe others:
e.g., "slender" has a more pleasant connotation than "skinny"
"youngster", "child", "student" may be more appropriate than "kid".

Reads/listens to weather forecasts and plans leisure activities accordingly.
e.g., If the forecast suggests a 95% chance of rain, one may respond by planning an indoor activity.

Summarizes the highlights of a film recently viewed for pleasure by identifying the main idea and relating the supporting details.

Selects a card or designs personal cards to convey the main thought behind the gesture. Enlarges on the message with personal phrases.
e.g., Thank you very much for remembering my 16th birthday with such a thoughtful gift.

Reads, skims or scans newspapers to gain insights to current events.

Scans the sections of a newspaper to locate specific information:
e.g., employment opportunities, clothing sales, concerts and movies, news items.

Related Applications Across the Curriculum	Suggested Strategies/Activities

General

Uses context clues to determine meaning when reading, listening and viewing in all courses.

Relies on prior knowledge to determine meanings in all courses.

Mathematics

Develops an understanding of technical vocabulary used within each theme of the mathematics program:
- Earning Money
- Budgeting and Banking
- Skills for the Consumer
- Math in the Workplace.

Interprets word problems, identifies key words and their meanings and identifies and distinguishes between given, needed and extraneous information.

Science

Develops an understanding of technical vocabulary used within each theme of the science program:
- Managing Environment and Resources
- Chemistry for the Consumer
- Using Systems and Technologies
- Systems of the Human Body.

Distinguishes scientific fact from superstition, fiction and opinion.

Social Studies

Understands abstract vocabulary associated with social studies:
e.g., democracy, responsibility.

Identifies the main idea of a news article and identifies a central issue that links several articles.

Occupational Courses

Develops a set of sight words related to the occupational clusters:
e.g., labels tools, equipment and supplies
uses appropriate terms to describe tools, equipment and supplies.

Encourage students to bring to class reading material from other courses, newspapers and magazines. Provide opportunities for students to examine and compare the use of structural and organizational signals. Have students infer information based on skimming and scanning headings, titles and visuals. (See *Teacher Resource Manual*, Reading.)

Provide opportunities for students to develop vocabulary from their reading, writing and viewing using a variety of strategies: descriptive vocabulary, technical vocabulary, multiple meanings and specialized meanings of words

Have students identify and share personal vocabulary developing strategies. List, discuss and expand the strategies:
e.g., using a "pocket dictionary"
developing a repertoire of sight words
sounding out the word
using context clues to determine meaning
using prefixes, suffixes and roots.

Have students develop a list of useful technical words and their meanings in a journal or on posters. Assist students to use sketches, diagrams, explanations and labels to help understand technical vocabulary.

Use jokes and riddles to emphasize multiple meanings of words. Write a joke or riddle that uses multiple meanings of words on the chalkboard and omit the punch line. Ask students to develop and share an appropriate ending.

Provide opportunities for students to skim or read a selection of magazines/newspapers to find examples of fact/fiction/opinion and to discuss supporting details.

Discuss/brainstorm occasions when communicating with a loved one is very important (wedding, death, birth, birthday, graduation, job promotion, retirement, "thank you", etc.). Provide practice in writing main-idea sentences and additional detail sentences to send a short note.

Community Partnerships

Encourage students to share with classmates vocabulary related specifically to their workplace experiences.

Have students organize a trip to a workplace, newspaper office, retail outlet, etc., to gather vocabulary specific to the community organization.

Provide opportunities for students to gather information about a movie, musical piece, television program, person, country, book, etc. Have students identify the purpose of the item and compare the information gathered pertaining to the material. Complete the activity by having students read, view or listen to the material, summarize and form a personal opinion.

LEARNING OBJECTIVES	Related Life Skills
Concept: Sensitivity to ideas, tone and purpose is an integral part of receiving a spoken communication.	
28. Recognizes and recalls the central and supporting ideas in an oral presentation.	
29. Identifies the speaker's purpose.	
30. Displays sensitivity to both verbal and non-verbal indicators of the speaker's intent or attitude such as inflection, body language and facial expression.	
Concept: Appropriate prewriting strategies can assist a writer in discovering and expressing meaning.	
31. Applies appropriate strategies for making research notes when reading, listening and viewing including abbreviating, paraphrasing, identifying main ideas, outlining, webbing.	Interprets commonly used abbreviations in the classified section of a newspaper on maps, on products, etc.
32. Uses brainstorming, group or class discussion, exploratory writing, personal experience and incidental reading to generate ideas when reporting information through writing, speaking, demonstrations and visual presentations.	Identifies common and informal abbreviations for everyday encounters: e.g., Mr. Mrs. RSVP ASAP.
33. Identifies purpose and audience and directs writing and speaking to that audience.	Reports on the events of a baby-sitting job to the parents. Makes notes of unusual occurrences, telephone messages, etc.
34. Identifies a topic with some assistance from teacher suggestion and selects appropriate supporting material from ideas generated through prewriting activities.	Writes "thank you" and "sympathy" notes, focusing on the topic.
35. Recognizes the value of using personal experience for examples and illustrations in support of an idea.	Makes lists of groceries, household errands and chores.
36. Plans compositions with teacher and peer assistance, and allows for discovery of meaning when writing.	Uses a variety of strategies to store and recall personal information, such as family birthdays, telephone numbers and addresses: e.g., calendars address books mind maps.
Concept: Appreciate organization and development of meaning are essential qualities of written compositions.	
37. Writes an introduction which leads directly to the topic.	Uses a personal computer and related software to record and store information such as telephone numbers, bank account information, income/expenditure etc.
38. Develops personal ideas using methods appropriate to the topic, such as examples or reasons.	Demonstrates new equipment or techniques at the workplace.
39. Demonstrates the ability to organize thoughts coherently.	
40. Composes a suitable ending.	

Related Applications Across the Curriculum	Suggested Strategies/Activities

General

Records and organizes information in all courses in order to locate specific data at a future time.

Skims textbooks, subject notes, magazines, etc., to locate information.

Science

Generates information beyond that which is given by:
- explaining and elaborating
- predicting and hypothesizing
- inferring and generalizing from the data or information
- identifying and developing alternatives
- identifying further problems, questions and issues to be investigated.

Uses symbols associated with volume, capacity, mass, time and temperature.

Uses an appropriate format when reporting findings in science:
e.g., constructs data tables, constructs graphs, organizes ideas under appropriate headings (observations, interpretations).

Social Studies

Identifies the organizational patterns used when writing news articles, editorials and reporting the news on radio and television.

Occupational Courses

Recognizes proper storage placements and returns items to their appropriate storage areas.

Identifies the locations of a variety of useful materials:
e.g., customer records, trade journals, shop manuals.

Use abbreviations that commonly apply to various occupations:
e.g., units of measurement:
weights – food preparation
temperature – food preparation
pressure – natural resources
length – building construction
area – agriculture
volume – building construction.

Have students begin a writing portfolio, and contribute and compare material throughout the year.

Provide opportunities for students to gather information and apply note making strategies, such as:
- identifying and recording key words and phrases
- changing sentences to point form
- using symbols and abbreviations.

Provide opportunities for students to generate ideas on a given topic using brainstorming and semantic webbing techniques. (See *Teacher Resource Manual*, Writing.) Encourage exploration through class or small group discussion.

Assist students to recognize the relationship between the abbreviation and its expanded form, using newspapers, magazines, driving manuals, etc.

Encourage students to contribute and keep a file of advertisements from the classified section of the local newspaper. Encourage students to use contexts as clues to increase understanding:
e.g., shared accommodation: M/F; NS; 5 min. walk to DT or LRT.

Have students practise writing classified ads to enhance summarizing skills:
e.g., a garage sale
sale of a bicycle.

Provide opportunities for students to organize information using the following strategies:
- enumeration of events
- chronological order
- cause and effect.

Provide students with a model format for making outlines using a story, current event, or personal experience. (See *Teacher Resource Manual*, Writing). Have students write a draft summary using wide margins, double spacing, etc. Have students peer or self-edit and produce a final draft.

Have students create photo essays to present and display to enhance identification of main ideas and supporting details; organizational and viewing skills.

Assist students to recognize and apply common organizational patterns when summarizing a story or personal experience:
e.g., tables – compare/contrast
flow charts – time order.

LEARNING OBJECTIVES	Related Life Skills

Concept: Effective revision involves careful evaluation of ideas and a further shaping of the composition.

41. Reviews assignments and compositions carefully to assure that all instructions have been followed.
42. Follows written, visual and verbal instructions precisely and in sequence, and monitors and reviews behaviour carefully to assure that all instructions have been followed.
43. Revises word choice and sentence structure in terms of their appropriateness for the subject, purpose and audience.
44. Proofreads compositions for errors in grammar, usage, punctuation and spelling.
45. Produces a revised version, carefully proofread, with a suitable title.
46. Applies evaluation strategies when appraising performances of self and others when revising, writing and speaking.
47. Recognizes the role of modern technology, such as computers and word processors in the writing process.

Concept: A writer's ideas and experiences can be presented through various modes of discourse.

48. Uses personal or exploratory writing, such as journal writing or personal reactions, to express and clarify thoughts and feelings and to develop ideas for other types of writing.
49. Shares thoughts and feelings with others through shaped and polished writing.
50. Uses clear, functional prose when conveying information.

Concept: The ability to write clearly, in a manner appropriate to the occasion, is an important life skill.

51. Writes social letters in language appropriate for the purpose and audience.
52. Completes a variety of forms.
53. Writes a concise, factual short report in response to a specific assignment or on a subject of special interest.

Uses a variety of forms to correspond:
e.g., postcards
telegrams
letters
cards
notes/memos
telephone calls.

Uses a variety of sentence types when writing letters, taking messages, completing forms and writing résumés.

Applies appropriate paragraph structure when writing letters, notes and reports.

Proofreads and corrects messages, letters to friends and other written communication.

Refers to a dictionary or thesaurus when:
e.g., writing a résumé
writing a letter of application
completing forms.

Uses personal computers and related software to write letters, resumés, etc.

Dials 911 emergency number and relays information appropriately.

Reports duties performed at the work site to the supervisor.

Monitors and appraises personal performance when completing everyday writing and speaking tasks.

Related Applications Across the Curriculum	Suggested Strategies/Activities

General

Expresses ideas through writing and speaking according to the purpose and audience in all subject areas.

Identifies and uses software in all subject areas to increase comprehension, knowledge and clarity:
e.g., programs that format, check spelling and provide skill practice.

Uses the writing process in all courses, including generating ideas through talk, editing, revising and rewriting.

Mathematics

Shares information and ideas using verbal, written and visual forms of communication:
- small group/class discussion
- demonstrations
- written notes, explanations and reports
- tables, charts, diagrams, and graphs.

Social Studies

Uses a variety of sources to make research notes, organizes and expands them into a report, a letter, a newspaper article, etc.

Writes a letter to a political representative expressing an opinion on current issues of concern:
e.g., highway/road construction
speed limits.

Science

Expresses science observations and interpretations with clarity.

Recognizes the uses of technology as tools for scientific investigation. Uses technological tools for monitoring, measuring, storing and displaying information.

Occupational Courses

Uses appropriate writing skills when engaged in the job search process:
e.g., writes letters of inquiry/appreciation
completes application forms.

Identifies the role and influence of technology in the workplace:
e.g., computer use in automobile mechanics, beauty culture, physical fitness
telephone conferencing in offices and businesses
computer networking in ticket sales, libraries, retail outlets
impact of technology on job/career opportunities.

Writing skills will be enhanced as students write, edit and rewrite their own material. Addressing language mechanics within the contexts of the student's work and as the need arises will encourage the transfer of skills. As students write and edit, they will recognize the need for information relating to language mechanics. Teachers are encouraged to provide information/assistance when students indicate the need and within the contexts of student work. Provide opportunities for students to develop strategies to self-correct.

Provide many opportunities for students to write a variety of materials in the English class. Encourage students to understand that the writing process involves many strategies. (See *Teacher Resource Manual*, Writing.)

Allow students to talk out loud when making corrections, or have them tape and listen to themselves. Provide opportunities for students to work in pairs to peer edit. This requires a trusting atmosphere. (See *Teacher Resource Manual*, Writing, "Peer Editing".)

Provide opportunities for students to use computers in the writing process. Assist students to become familiar with writing assistants built into software. (See "The Use of Technology and Media in the English Class", p. 30 and the *Teacher Resource Manual*, Writing.)

Teachers are encouraged to prepare students thoroughly for oral presentations, using a series of non-threatening activities, such as discussions, role playing activities, etc.

Provide opportunities for students to prepare reports for presentation to the class on familiar topics. Have students prepare their report notes on index cards. Visual aids or demonstration props may be used to guide the students' talk.

Provide opportunities for students to prepare for reporting using computers and related software.

Have students self and peer evaluate products. (See *Teacher Resource Manual*, Speaking.)

LEARNING OBJECTIVES	Related Life Skills
E Develops and applies studying strategies using a variety of studying skills.	Recognizes that studying skills will enhance everyday tasks and applies skills when appropriate:
• Recognizes internal and external conditions conducive to studying.	e.g., memorizes telephone numbers, licence plates, postal codes, birth dates, money machine passwords, locker combinations summarizes a movie to a friend identifies and relays main daily tasks/events to a job supervisor.
• Evaluates and monitors personal use of studying skills and study habits.	Makes notes to provide a permanent external memory support for information one should be able to locate quickly: e.g., a phone list of emergency numbers dates of important events at school.
	Applies organizational skills to facilitate retrieval of information: e.g., uses a personal day-timer or calendar to record significant dates.
	Uses a community library to gain information on a particular topic.
	Relates unfamiliar to familiar information in order to extend knowledge, memorize and recall, etc.
	Summarizes events at the workplace to the employer.
	Uses titles, format, graphics, etc., to locate information from transit schedules, menus, telephone books and catalogues.

E = Elective

Related Applications Across the Curriculum	Suggested Strategies/Activities

General

Maintains a personal system for remembering due dates of assignments and times, places and dates of examinations.

Selects an appropriate study/homework environment in school and at home.

Respects the rules of the library, cafeteria and study hall:
e.g., avoids disrupting others by talking, or playing music loudly.

Applies study skills when preparing for quizzes or examinations, writing reports, reviewing daily notes and preparing for future classes.

Recognizes the purpose of developing and applying the planning process in various subjects such as:

Mathematics

Solves word problems involving budgets, interest rates, salary deductions.

Science

Predicts the consequences of investigation variables including temperature, quantity of substance, amount of light.

Social Studies

Examines and predicts the possible outcomes of current news issues and assesses possible impact on the community/province/country/world.

Occupational Courses

Transfers critical/creative thinking strategies from the classroom to the community partnership experience:
e.g., determines possible ways of completing a given task
identifies and evaluates alternatives
links all relevant information to the task at hand.

Effective use of gathering, organizing and reporting skills will enhance one's studying habits and use of studying strategies. Students may require additional and/or direct assistance to develop studying strategies and habits that will assist them at school and in other present/future endeavours. Assist students to recognize the applications of studying skills beyond the classroom.

Skills to be enhanced include:
- planning
- locating
- organizing
- note making
- outlining
- summarizing
- gathering
- recalling
- memorizing
- reviewing
- referencing
- relating

Assist students to study for an examination in another subject area by:
- helping them to organize their notes
- assisting them to write chapter outlines
- asking questions to stimulate recalling of events
- developing mnemonics and other strategies to assist memorization
- encouraging the use of the library to reference related books, magazines, etc., on the topic to be tested.

Have students observe (at random) other students in the school who appear to be studying and note the positive and negative conditions affecting their studying. Provide opportunities for students to discuss their observations and to compare with their own studying behaviours.

Provide opportunities throughout the year for students to evaluate personal studying skills and habits and to develop strategies that may improve their studying behaviour.

Community Partnership

Provide opportunities for students to plan events, such as a field trip, a career day or an open house for parents and community members. Have students monitor their use of critical and creative thinking skills, planning strategies and studying skills.

ENGLISH 16

WRITING, READING, VIEWING, LISTENING, SPEAKING

C: EXPLORING AND ASSESSING PRINT AND NON-PRINT MEDIA

Print and non-print media, such as magazines, newspapers, audiotapes, videotapes, television and films are widely used as sources of information and entertainment. Students must recognize the effects of print and non-print media on their own lives and the lives of others. The classroom should provide opportunities for students to recognize that media materials are constructs produced to fulfil specific purposes, that individuals interpret, absorb and interact uniquely with media and that selecting and evaluating print and non-print media materials are important life skills.

The exploration and assessment of media will enable students to:

- discover personal media literacy skills
- develop additional media literacy skills
- apply media literacy skills.

COMMUNITY PARTNERSHIPS: Encourage students to observe, bring to class and share with classmates a variety of media samples from the home, school, workplace and community. The key is to use media to teach media literacy skills in order to enhance one's ability to select media materials based on the benefits to self and society.

ATTITUDES

Students should demonstrate positive attitudes toward:

- selecting print and non-print media based on personal/societal needs and critical analysis
- recognizing the influence media may have on personal decision-making/problem-solving strategies and outcomes.

SKILLS

The skills relating to **EXPLORING AND ASSESSING PRINT AND NON-PRINT MEDIA** are integrated within the Learning Objectives listed in column one.

LEARNING OBJECTIVES	Related Life Skills
Concept: Appreciation and understanding of print and non-print messages require an understanding of purpose. 1. Identifies the purpose, message and intended audience of print and non-print communications. 2. Interprets and synthesizes information from written, visual and verbal sources for a variety of purposes.	Uses critical analysis to select television programs and films. Distinguishes fact from fiction in television programs, films, advertisements, etc. Uses media sources to form a better understanding of world situations: e.g., newspapers television news programs. Forms a personal opinion about current issues based on data from a variety of sources.
Concept: Reading, viewing and listening are processes that demand active involvement of the individual. 3. Understands that the study of print and non-print media involves initial exposure to the material, personal response, sufficient thoughtful consideration to assure understanding, possible sharing of one's response with others and, where appropriate, a personal, social or critical evaluation. 4. Expresses feelings, thoughts and ideas about print and non-print media and real life experiences through writing and speaking.	Compares information sources and selects media based on the accuracy and thoroughness of the information: e.g., local/national daily newspapers and "tabloid" newspapers a television news report and a dramatization of the news item.
Concept: Elements in and structure of the image strongly influence to the total effect of the communication. 5. Understands that manipulative devices such as colour, angle, lighting, movement and perspective are used to influence the viewer. 6. Recognizes how the content of the image is affected by the use of such devices as camera angles, framing and arrangement into sequences. 7. Recognizes and discusses the effects on the viewer of idealization and distortion in media productions.	Recognizes that media materials may be biased. Evaluates and selects media based on critical analysis.
Concept: Many "visual communications" are really audio-visual messages which use sound and image together to communicate a message. 8. Recognizes the intentional use of sound to create appropriate atmosphere for the visual message, to communicate content which is supplemented by the visual message, or to soothe, irritate or distract the viewer.	Analyzes and evaluates claims in advertisements to determine the reliability of information.
Concept: The viewer, listener and reader must evaluate the apparent reality created by media products. 9. Discusses emotions, facts and opinions, and the techniques that may be used to express them in print and non-print materials. 10. Recognizes the difference between fact and fantasy in media portrayals of everyday life.	Interprets, analyzes, synthesizes and evaluates information from speeches, newspaper articles and radio/television broadcasts when voting.
Concept: Visual communication is similar in many ways to verbal forms of communication. 11. Discusses relationships among a wide variety of media, such as film, television, cartoons, advertising, drama and literature.	Recalls a previous application of a problem-solving strategy, evaluates its success and decides whether to modify the strategy in a new situation.
Concept: Critical listening, viewing and reading involves an assessment of the validity of the message presented. 12. Distinguishes between fact and opinion and uses critical thinking skills to formulate foundations for personal opinions by gathering information from a variety of sources, assessing the validity of information and sources, and recognizing that an issue/problem may have more than one side.	

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Related Applications Across the Curriculum	Suggested Strategies/Activities
General Uses print and non-print media to enhance knowledge in all subject areas.	Provide opportunities for students to evaluate television programs relative to: • direct/indirect messages • relationship among portrayal of characters and situations and real life. Have students prepare an evaluation sheet and assess a variety of fiction and non-fiction television programs. Provide opportunities for students to compare results. (See *Teacher Resource Manual,* Viewing and Listening.)
Science Recognizes the influence the media may have on public opinion relating to current environmental issues.	Have students identify musical selections associated with a product: e.g., popular songs associated with alcoholic beverages, restaurants, sports events. Discuss the impact of sound in advertising to enhance emotional appeal, etc. Assist students to recognize that advertisers use music in advertising so that consumers will associate the music with the product and, therefore, recall the product whenever the music is heard.
Social Studies Selects and views television news programs to enhance understanding of current community, provincial, national and global events.	Encourage students to bring political cartoons in order to analyze the message, the techniques the cartoonist has used and the relationship between the message in the cartoon and the news event as portrayed in a newspaper article or on a television news program. Obtain for viewing a film or videotape that examines further the use of manipulatives to send messages to the public; e.g., National Film Board of Canada or Resource Libraries. (See *Teacher Resource Manual,* Theme C.) Provide opportunities for students to share print and non-print advertisements. Have students identify examples of distortion and idealization and discuss the effects of these manipulative techniques on consumers. Have students prepare and present their opinions about a specific advertising campaign, focusing on the use of manipulatives.
Occupational Courses Uses media sources to locate employment opportunities within the community and province.	Provide opportunities for students to develop media products, such as radio/television advertisements, posters, radio plays.

ENGLISH 16

WRITING, READING, VIEWING, LISTENING, SPEAKING

D: COMMUNICATING IN THE WORKPLACE

The writing, reading, viewing, listening and speaking skills integrated and included in this section relate to communicating in the workplace, specifically following and giving instructions. Following and giving instructions are life skills required to complete a variety of activities, such as laundering clothes, assembling a recently purchased stereo system, behaving appropriately during emergency situations and using appliances, machinery and/or equipment. The ability to give accurate, precise instructions is needed in various situations, including describing tasks to a co-worker, explaining bus routes to a neighbour and giving directions for locating a recreational facility to a friend.

Following and giving instructions requires one to:

- write and speak clearly
- listen, read and view thoroughly and with accuracy
- use moral judgment and consider the rights and feelings of others
- increase understanding and monitor the performance of self and others, using critical and creative thinking skills
- apply appropriate problem-solving and decision-making strategies.

COMMUNITY PARTNERSHIPS: Guest speakers from the community may enhance student understanding of the relationship between developing the skills in the classroom and applying the skills in the work/community environment. A variety of field trips may provide opportunities for students to observe the application of skills and behaviour portraying positive attitudes related to following and giving instructions.

ATTITUDES

Students should demonstrate positive attitudes toward:

- applying critical/creative thinking skills and problem-solving/decision-making strategies when approaching tasks requiring one to follow and give instructions
- monitoring and regulating personal performance when following instructions, and giving clear, concise instructions for others to follow
- exercising moral judgment and considering the rights of self and others when following and giving instructions
- following instructions accurately, completely and carefully, while respecting other people, equipment, materials and the environment.

SKILLS

The skills relating to **COMMUNICATING IN THE WORKPLACE** are integrated within the Learning Objectives listed in column one.

LEARNING OBJECTIVES	Related Life Skills

Concept: Appreciation and understanding of print and non-print messages requires an understanding of purposes.

1. Identifies the purpose, message and intended audience of print and non-print communications, and uses this knowledge to extract information.
2. Interprets and synthesizes information from written, visual and verbal sources for a variety of purposes, such as to follow and give instructions.
3. Follows written, visual and verbal instructions precisely and in sequence, and monitors and reviews behaviour carefully to assure that all instructions have been followed.

Concept: Listening is an active, not a passive process.

4. Recognizes that effective listening is an active process which requires not only literal comprehension but also interpretive and critical thinking (e.g., when listening to instructions).
5. Observes the courtesies of a good listener.

Concept: Sensitivity to ideas, tone and purpose is an integral part of receiving a spoken communication.

6. Recognizes and recalls central and supporting ideas.
7. Identifies the speaker's purpose.
8. Displays sensitivity to both verbal and non-verbal indicators of the speaker's intent or attitude, such as inflections, body language and facial expression.

Concept: An effective reader is able to select and use a variety of reading strategies appropriate to the purpose.

9. Increases both reading rate and comprehension through the application of good reading techniques, such as reading in larger thought units, and making effective use of contextual cues, and recognizes that comprehension must not be sacrificed for speed.
10. Varies reading rate depending on purpose and material, and uses reading rate appropriate to the purpose and complexity of the material.
11. Uses skimming and scanning to locate key words when reading to follow instructions.

Concept: Communication situations call for appropriate language, tone and non-verbal behaviour to suit the audience, occasion or purpose.

12. Uses questions to clarify and expand understanding, and monitors personal questioning strategies.
13. Develops competence in presenting information orally, such as explaining and giving instructions.
14. Uses the strategies necessary to participate in an effective job interview.

Concept: The ability to write clearly, in a manner appropriate to the occasion, is an important life skill.

15. Writes social letters in language appropriate for the purpose and audience.
16. Completes a variety of forms.

Concept: Locating, selecting and evaluating written, visual and verbal materials, frequently required to fulfil one's purpose, are important life skills.

17. Obtains occupational information.

Reads operating, cleaning and safety instructions on new appliances and machinery.

Follows directions when locating an unfamiliar place:
e.g., reads and interprets a map
listens to verbal directions.

Uses diagrams and text to follow instructions when:

- assembling a bicycle or piece of furniture
- using a new appliance or piece of machinery
- locating a destination and bus number using a public transportation schedule
- building models.

Obeys highway signs and traffic laws.

Discerns the amount of laundry detergent to use according to the table on the package and the type of washing machine.

Follows written, verbal and/or visual instructions for:

- preparing food
- using a stove and microwave oven
- operating a drill
- obtaining gasoline at a self-serve station.

Applies listening and speaking skills to communicate on a telephone.

Gives clear, verbal directions in a variety of situations:
e.g., assists tourists to locate local attractions
describes school/residence route to a friend.

Shows younger sibling or friend a sport-related skill:
e.g., demonstrates how to put on skates, shoot a basket or pass in soccer.

Explains how to use a piece of equipment to a co-worker.

Related Applications Across the Curriculum	Suggested Strategies/Activities

Mathematics

Constructs geometric figures and designs by following directions provided through use of words, diagrams and/or symbols.

Solves problems by sequencing procedures, tasks and/or operations.

Science

Recognizes the importance of following instructions precisely when working with materials, apparatus and equipment in the laboratory.

Social Studies

Interprets maps, graphs, charts and cartoons to enhance knowledge of current issues, population distribution, etc.

Occupational Courses

Organizes tools and supplies and follows safety instructions.

Follows written procedures provided on job sheets or by the manufacturer.

Follows verbal and non-verbal instructions.

Interprets blueprints and understands signs/ symbols for fabric care, WHMIS, etc.

Locates information on tables, charts and diagrams in manuals, and synthesizes this with text, in order to follow instructions and complete tasks.

Follows safety precautions when handling hazardous chemicals and working in potentially dangerous areas.

Gives instructions to co-workers about specific tasks.

Provide opportunities for students to develop, evaluate and monitor their listening skills in partners, small group or whole class activities. For example, have students listen to recordings and summarize the meaning of the piece. (See *Teacher Resource Manual*, Listening.) Encourage students to become aware of non-verbal cues, such as facial expression, body posture, hand and arm gestures, and become sensitive to the messages expressed through non-verbal communication.

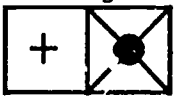
Have students locate, identify and interpret a variety of symbols and signs designed to assist one to follow instructions.

Compare advantages/disadvantages of visual instructions with written instructions:
e.g., non-English/French speaking tourists, imported/exported goods.

Encourage students to bring to class instructions from home, workplace, newspapers or magazines to share with classmates. Have students compare the instructions and discuss the characteristics of thorough, clear instructions.

Provide opportunities for students to discuss the consequences of completing/not completing tasks precisely and in sequence:
e.g., a cake may collapse if the ingredients are not mixed in order
a bicycle may not function correctly if bolts are tightened in the incorrect order.

Provide opportunities for students to practise following verbal and written instructions and discuss possible consequence of following instructions incorrectly or incompletely. For example, have one student give verbal instructions to classmates for drawing or making a simple object, such as the following:



(Gesturing, drawing on the blackboard and questioning are not permitted during the activity.)

Have students share their results, compare differences/similarities and discuss whether discrepancies in the drawings are the result of clear/unclear instructions, appropriate/inappropriate application of listening skills, etc.

Have students organize themselves into groups to develop an original game. Provide opportunities for students to play and explain the game to classmates:
e.g., computer games, board games, card games, field/gymnasium games.

Community Partnership

Have students organize a "games day" where original games could be shared and played by students from visiting classrooms, staff members and other guests.