

► **COMPREHEND AND RESPOND (*Strategies and Skills*)**

*It is expected that students will:*

Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• use a variety of strategies before, during, and after reading, viewing, or listening to increase comprehension and recall</li> <li>• construct and confirm meaning using word-structure analysis, context clues, and prominent organizational patterns</li> <li>• apply appropriate strategies for locating and using information from a variety of print and non-print resources, including electronic resources</li> <li>• demonstrate efficient note-taking strategies</li> </ul>	<ul style="list-style-type: none"> <li>• choose appropriate strategies before, during, and after reading, viewing, or listening for different purposes</li> <li>• demonstrate the ability to use a variety of strategies for locating information in print and non-print resources, including electronic resources</li> <li>• assess prior knowledge of and experience with specific topics</li> <li>• demonstrate the ability to record, organize, and store information they read, hear, or view</li> <li>• demonstrate the ability to listen and view critically</li> <li>• interpret a variety of technical, literary, and workplace communications</li> </ul>

► **COMPREHEND AND RESPOND (*Comprehension*)**

*It is expected that students will:*

Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• demonstrate the ability to read for a variety of purposes</li> <li>• demonstrate familiarity with literary works from a variety of genres and cultures</li> <li>• identify the topics, main ideas, events or themes, supporting ideas, and sequence of a variety of works from different genres, including workplace communications</li> <li>• organize oral, written, or visual information into a variety of written and graphic forms</li> <li>• demonstrate the ability to interpret details in and draw conclusions from a variety of print and graphic formats</li> </ul>	<ul style="list-style-type: none"> <li>• distinguish the different features of a variety of literary, technical, and business texts</li> <li>• paraphrase the main ideas, events, or themes in a variety of literary, technical, business, and informational communications</li> <li>• demonstrate the ability to adjust reading and viewing according to purpose, content, and context</li> <li>• interpret details in and draw conclusions from information presented in a variety of print and graphic formats, including electronic formats</li> </ul>

► **COMPREHEND AND RESPOND (*Engagement and Personal Response*)**

*It is expected that students will:*

Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• relate a range of texts, genres, and mass media to personal interests, ideas, and attitudes</li> <li>• identify indicators of cultural diversity in print and non-print media, including electronic media</li> <li>• demonstrate willingness to reassess their understanding of a topic on the basis of responses from others and new ideas and experiences</li> <li>• develop and defend a point of view using evidence from work they have read, heard, or viewed</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate the ability to connect their experiences and values to those reflected in Canadian and international literary and mass media works</li> <li>• demonstrate a willingness to explore diverse perspectives to develop or modify their points of view</li> <li>• assess their knowledge and use of language in light of the requirements of workplace communications</li> <li>• demonstrate the ability to support a position by citing specific details from what they have read, heard, or viewed</li> </ul>

► **COMPREHEND AND RESPOND (*Critical Analysis*)**

*It is expected that students will:*

Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• identify various techniques of persuasion in a variety of works, including workplace communications</li> <li>• explain how perspectives and biases are reflected in print and non-print resources, including electronic communications</li> <li>• compare different sources of information on the same topic</li> <li>• identify ways in which mass media influence individual perceptions and social behaviours</li> </ul>	<ul style="list-style-type: none"> <li>• assess the effectiveness of persuasive techniques</li> <li>• assess information for completeness, accuracy, currency, relevance, balance of perspectives, and bias</li> <li>• analyse different presentations of the same information to reconsider positions</li> <li>• assess ways in which language reflects and influences values and behaviours</li> <li>• assess how mass media influence individual perceptions and social behaviours</li> </ul>

► **COMMUNICATE IDEAS AND INFORMATION (*Knowledge of Language*)**

*It is expected that students will:*

Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• apply capitalization, spelling, and punctuation conventions and standard grammatical structures</li> <li>• demonstrate the ability to write for a variety of audiences and purposes</li> <li>• use a variety of computer programs to create and edit their presentations</li> <li>• demonstrate awareness of language conventions used in the workplace</li> </ul>	<ul style="list-style-type: none"> <li>• monitor spelling, grammar, mechanics, and syntax using appropriate techniques and resources as required, including electronic technology</li> <li>• demonstrate awareness of how different word choices produce different effects</li> <li>• use a variety of computer programs to create and edit their presentations</li> <li>• demonstrate awareness of language conventions used in the workplace</li> </ul>

► **COMMUNICATE IDEAS AND INFORMATION (*Composing and Creating*)**

*It is expected that students will:*

Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• locate, access, and select appropriate information from both print and non-print resources</li> <li>• identify purpose and audience for their presentations</li> <li>• describe how different arrangements of words, sounds, and visuals alter intended impact</li> <li>• create original presentations in a variety of formats</li> <li>• use a range of common communication forms, including business and personal letters, memos, and reports</li> </ul>	<ul style="list-style-type: none"> <li>• access and document information from a variety of resources to accomplish a particular purpose</li> <li>• formulate and refine research questions</li> <li>• demonstrate alternative approaches to presentations for specific audiences and purposes</li> <li>• demonstrate the ability to use language, visuals, and sounds to influence thought, emotions, and behaviour</li> <li>• use a variety of techniques, including outlines, webs, flow charts, and diagrams to organize and communicate ideas</li> </ul>

► **COMMUNICATE IDEAS AND INFORMATION (*Improving Communications*)**

*It is expected that students will:*

Grade 11	Grade 12
<ul style="list-style-type: none"><li>• use appropriate criteria to critique their own and others' ideas, use of language, and presentation forms relative to purpose and audience</li><li>• use a variety of organizational structures and appropriate transitions to enhance oral, written, and visual communications</li></ul>	<ul style="list-style-type: none"><li>• evaluate their own and others' work to ensure appropriate content and language and to enhance quality</li><li>• organize information and ideas to clarify thinking and achieve desired effect</li><li>• demonstrate effective oral and representational skills to create or enhance communications</li></ul>

► **COMMUNICATE IDEAS AND INFORMATION (*Presenting and Valuing*)**

*It is expected that students will:*

Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• create clear and appealing oral, written, and visual presentations using a variety of tools and techniques</li> <li>• demonstrate pride, satisfaction, and confidence in their ability to communicate in a variety of formal and informal contexts, including workplace contexts</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate the ability to produce various communications, including documented research and business reports, multimedia presentations, debates, summaries, descriptions, explanations, instructions, letters, and narratives</li> <li>• use a variety of tools and techniques to enhance the impact of presentations</li> <li>• demonstrate a commitment to high-quality work when presenting ideas and information in a variety of school, community, and work contexts</li> <li>• adjust presentations according to purpose, topic, and audience</li> </ul>



► **SELF AND SOCIETY (*Personal Awareness*)**

*It is expected that students will:*

Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• relate language skills, interests, and attitudes to personal and career plans</li> <li>• establish goals and plans for language learning based on achievement, needs, and interests</li> </ul>	<ul style="list-style-type: none"> <li>• assess their communication skills, interests, and attitudes in light of personal and career plans</li> <li>• demonstrate awareness of the range of communication technologies and the impact these have on the workplace, their careers, and their lives</li> </ul>

► **SELF AND SOCIETY (*Working Together*)**

*It is expected that students will:*

Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• demonstrate understanding of the differences between working collaboratively and working independently on presentations</li> <li>• use appropriate criteria to evaluate group processes and individual contributions</li> <li>• demonstrate respect for others' viewpoints when working collaboratively</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrate flexibility, responsibility, and commitment when working together</li> <li>• apply various strategies, including consensus-building and formal decision-making techniques, to achieve communication goals</li> <li>• monitor their own and others' contributions, suggest new ideas, and build on others' strengths to achieve group goals</li> </ul>

► **SELF AND SOCIETY (*Building Community*)**

*It is expected that students will:*

Grade 11	Grade 12
<ul style="list-style-type: none"> <li>• communicate purposefully, confidently, and ethically in a variety of situations</li> <li>• demonstrate respect for the diversity of ideas, language, and culture in an inclusive community</li> <li>• demonstrate the ability to use language and texts to celebrate personal and community occasions and accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>• communicate purposefully, confidently, and ethically in various interpersonal and electronic contexts, including the workplace</li> <li>• demonstrate willingness to consider diverse, contrary, and innovative views</li> <li>• describe ways in which language choice and tone may affect others emotionally</li> <li>• demonstrate the ability to use language and texts to celebrate important occasions and accomplishments</li> </ul>