

## Program Content per Competency Secondary English Language Arts, Cycle 2 (SELA2)

<b>Competency 1- TALK (USES LANGUAGE / TALK TO COMMUNICATE AND TO LEARN)</b>		
<b>Using Research Methods</b>	<b>Applying Spoken Codes &amp; Conventions</b>	<b>Collaboration &amp; Self-Evaluation</b>
<ul style="list-style-type: none"> <li>• Methods such as the inquiry process, action research and ethnography to accomplish projects</li> <li>• Use of techniques to plan, organize and conduct the research: eg, action plans, proposals and surveys, interviews</li> <li>• Use of methods for collating, synthesizing, analyzing and applying/reporting the data in context</li> <li>• Understanding statistical significance – choices of what questions to ask and what answers to use, creation of statistics, creation and integration of graphs / charts / quotations in projects, effective use of results</li> </ul>	<ul style="list-style-type: none"> <li>• Understands the affordances (potentials) of spoken language, eg why give a speech instead of write an essay to express a political platform for election</li> <li>• In a specific spoken context, applies the expected codes and conventions (over the cycle students explain, report, persuade, and argue)</li> <li>• Establishes a relationship with topic and audience by creating a voice/role/persona, adjusting register for the audience, using appropriate rhetorical strategies, managing resources and constraints, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Teamwork protocols, eg negotiation and consensus, division of roles and responsibilities, fulfilling one’s part of a group task, and self-evaluating one’s participation in a group as well as the effectiveness of the group dynamic re:efficiency and productivity</li> <li>• Classroom community: participating in class and small group discussions, informal presentations, listening to others with respect, feedback sessions</li> <li>• Self-evaluation and reflection in conferences, in writing, in maintaining / reviewing one’s work</li> </ul>
<b>Competency 2 – READING (READS AND LISTENS TO SPOKEN, WRITTEN, AND MEDIA TEXTS)</b>		
<b>Reading Stance &amp; Strategies</b>	<b>Working with Information</b>	<b>Interpretation &amp; Analysis</b>
<ul style="list-style-type: none"> <li>• Understands that the reason/purpose for reading influences how one reads - one’s stance when reading or what one pays attention to - and adjusts strategies accordingly</li> <li>• Understands how different texts require different strategies to read them and adjusts these strategies accordingly</li> <li>• Uses the vocabulary of the discipline when making sense of and talking about text: structures and features, literary and media techniques, codes and conventions</li> <li>• Applies a variety of note-making strategies and note-taking strategies, depending on the context</li> <li>• Expands and deepens repertoire of reading strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Paraphrases main ideas in a text AND “reads against the text” to identify author assumptions, biases, faulty logic. Cites correctly. Rereads.</li> <li>• Focuses research around a central thesis and systematizes the information gathering process, eg note-making strategies, keeping bibliographic references as you go; selects credible evidence; makes accurate generalizations / draws coherent conclusions / illustrates relationships among concepts / interprets data; and, information is logically classified, sequenced, and organized</li> </ul>	<ul style="list-style-type: none"> <li>• Creates an interpretation of text by analyzing its craft and identifying embedded meanings / subtexts</li> <li>• Supports / illustrates / defends interpretation by comparing, contrasting with own experiences, values, global events, famous quotations, other disciplines, popular culture, and other texts</li> <li>• Draws inferences, makes generalizations and draws conclusions based on a wide background</li> <li>• Judges / evaluates the merit of the text: in terms of purpose, craft; issues of representation, gender bias, power; openness or ‘closedness’ to interpretation</li> </ul>
<b>Competency 3 – PRODUCTION (PRODUCES TEXTS FOR PERSONAL AND SOCIAL PURPOSES)</b>		
<b>Communication Context</b>	<b>Applying Codes &amp; Conventions</b>	<b>Production Process(es)</b>
<ul style="list-style-type: none"> <li>• Establishes a relationship as a writer/producer to the topic s/he is dealing with, the genre s/he is working in, and the audience’s expectations of it AND adjusts register, tone, and point of view accordingly</li> <li>• Integrating research – whether in literary analysis, historical fiction, journalism, documentary etc.</li> <li>• Analysis of the target audience and production context (by what company, owned by whom) for media productions</li> <li>• Level of topic interest, relevance and development, depth</li> </ul>	<ul style="list-style-type: none"> <li>• Deconstructs and uses models to guide productions</li> <li>• Use and control of structures and features of text, conventions of text, both expected and fresh</li> <li>• Uses and control of codes and conventions of language, both expected and fresh – vocabulary, syntax, paragraphing, transitions, organization, coherence, spelling</li> <li>• Understanding of multimodal affordances (what print can do that image cannot, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Use of rubrics to guide and evaluate productions</li> <li>• Use of planning and drafting strategies, eg brainstorming, freewriting, storyboarding, outlines</li> <li>• Use of revision strategies to improve text</li> <li>• Constructive feedback to improve own &amp; peer texts</li> <li>• Reflects on own process and product to improve with each task</li> <li>• Attention to presentation guidelines, layout, production value, and surface quality</li> </ul>

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