

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

Competency 1- TALK (USES LANGUAGE / TALK TO COMMUNICATE AND TO LEARN)		
Using Research Methods	Applying Spoken Codes & Conventions	Collaboration & Self-Evaluation
<ul style="list-style-type: none"> • Methods such as the inquiry process, action research and ethnography to accomplish projects • Use of techniques to plan, organize and conduct the research: eg, action plans, proposals and surveys, interviews • Use of methods for collating, synthesizing, analyzing and applying/reporting the data in context • 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 	<ul style="list-style-type: none"> • Understands the affordances (potentials) of spoken language, eg why give a speech instead of write an essay to express a political platform for election • In a specific spoken context, applies the expected codes and conventions (over the cycle students explain, report, persuade, and argue) • 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. 	<ul style="list-style-type: none"> • 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 • Classroom community: participating in class and small group discussions, informal presentations, listening to others with respect, feedback sessions • Self-evaluation and reflection in conferences, in writing, in maintaining / reviewing one’s work
Competency 2 – READING (READS AND LISTENS TO SPOKEN, WRITTEN, AND MEDIA TEXTS)		
Reading Stance & Strategies	Working with Information	Interpretation & Analysis
<ul style="list-style-type: none"> • 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 • Understands how different texts require different strategies to read them and adjusts these strategies accordingly • Uses the vocabulary of the discipline when making sense of and talking about text: structures and features, literary and media techniques, codes and conventions • Applies a variety of note-making strategies and note-taking strategies, depending on the context • Expands and deepens repertoire of reading strategies 	<ul style="list-style-type: none"> • Paraphrases main ideas in a text AND “reads against the text” to identify author assumptions, biases, faulty logic. Cites correctly. Rereads. • 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 	<ul style="list-style-type: none"> • Creates an interpretation of text by analyzing its craft and identifying embedded meanings / subtexts • Supports / illustrates / defends interpretation by comparing, contrasting with own experiences, values, global events, famous quotations, other disciplines, popular culture, and other texts • Draws inferences, makes generalizations and draws conclusions based on a wide background • Judges / evaluates the merit of the text: in terms of purpose, craft; issues of representation, gender bias, power; openness or ‘closedness’ to interpretation
Competency 3 – PRODUCTION (PRODUCES TEXTS FOR PERSONAL AND SOCIAL PURPOSES)		
Communication Context	Applying Codes & Conventions	Production Process(es)
<ul style="list-style-type: none"> • 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 • Integrating research – whether in literary analysis, historical fiction, journalism, documentary etc. • Analysis of the target audience and production context (by what company, owned by whom) for media productions • Level of topic interest, relevance and development, depth 	<ul style="list-style-type: none"> • Deconstructs and uses models to guide productions • Use and control of structures and features of text, conventions of text, both expected and fresh • Uses and control of codes and conventions of language, both expected and fresh – vocabulary, syntax, paragraphing, transitions, organization, coherence, spelling • Understanding of multimodal affordances (what print can do that image cannot, etc.) 	<ul style="list-style-type: none"> • Use of rubrics to guide and evaluate productions • Use of planning and drafting strategies, eg brainstorming, freewriting, storyboarding, outlines • Use of revision strategies to improve text • Constructive feedback to improve own & peer texts • Reflects on own process and product to improve with each task • Attention to presentation guidelines, layout, production value, and surface quality

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