



English Language Arts: Proposal for Grades 10–12 Curriculum

Context

Proposals for Grades 10–12 curriculum in all areas of learning represent a first step toward articulating new graduation requirements. Policies and processes relevant to Grades 10–12 are currently under review and will be realigned, as needed. For example, the Province needs to determine policies and processes pertaining to credentialing, provincial examinations, scholarships, and transcripts. Over the next two years, consultation will continue, and decisions will be made on these and other matters.

Some elements for Grades 10–12 have already been determined. For example:

- Core competencies remain central to BC’s redesigned curriculum framework and apply from Kindergarten through to graduation.
- Curriculum in Grades 10–12 will continue to have the same structure as that in Grades K–9, including Big Ideas, Curricular Competencies, and Content.
- Grades 10–12 provincial curricula will consist of both *core curriculum* (curriculum that all students are required to study) and *optional curriculum* (curricular options that students may choose from).

As with Grades K–9, the redesigned Grades 10–12 curriculum will support both disciplinary and interdisciplinary learning, encourage locally developed curriculum, as well as enable a variety of learning environments and school and classroom configurations. This flexibility supports teachers and students wanting to organize learning through interdisciplinary inquiries that focus on project-based learning, problem-based learning, or learning through design.

During the spring of 2015, Grades 10–12 teams met to begin mapping out the curriculum in each domain. The proposal presented below is for English Language Arts in Grades 10–12. Your feedback is encouraged.

Proposal for English Language Arts: Overview

Provincial Core Curriculum

(Curriculum that all students are required to study)

- ✓ This proposal recommends that the English Language Arts 10–12 program include the core component plus at least two of the optional components. This combination should be equal to or greater than the amount of time allocated to English Language Arts in the current Graduation Program.
- ✓ This proposal suggests that the core component could span one, two or three years; it does not include grade-level distinctions.
- ✓ No elaborations of Big Ideas, Content, or Curricular Competencies have been included in this draft, but these will eventually be added.

Provincial Optional Curriculum

(Curriculum that provides choice and elective options for students)

- ✓ This proposal outlines five optional curricula: Focused Literary Studies; Writing and Communication; Oral Language; New Media; and Foundations of English.
- ✓ These options allow for deeper, more specialized study in the named topics.
- ✓ At this time, Big Ideas and Curricula Competencies have been defined for the core provincial curriculum only. During the next stage of development, the core Big Ideas and Curricula Competencies will likely be adapted to fit the distinct focus of each option.

Proposal for English First Peoples 10–12

It is proposed that the revised Graduation English program continue to include two core curricula: English 10–12 and English First Peoples (EFP) 10–12. These two curricula are of an equal level of difficulty academically, and both are equally accepted for entrance to post-secondary education. During the 2015–16 school year, the EFP 10–12 curriculum will be revised to align with BCs new KDU model, and implementation will follow at a later date.

When the time comes for provincial assessments to be revised to align with the new curriculum, the provincial exams for English 10 and 12 and EFP 10 and 12 will be revised accordingly. Until such time as provincial assessments are revised to align with the new curriculum, the EFP 10 and EFP 12 provincial exams will remain the same as they are currently, including the Grade 12 List of Examinable Texts.

Feedback on the Proposal

We welcome your feedback.

1. What do you like about the proposal? Please comment on the core and optional curriculum.
2. What do you think should be improved? Please comment on the core and optional curriculum.
3. Does the core curriculum require anything further to meet the needs of students graduating from BC schools? Please provide details.

BIG IDEAS

Text and story deepen understanding of complex and abstract ideas	The exploration of text and story deepens understanding of one’s identity, others, and the world	People understand text differently depending on their worldviews and perspectives	Texts are socially, culturally, geographically, and historically constructed	Language shapes ideas and influences others.
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Learning Standards

Curricular Competencies	Content
<p><i>Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:</i></p> <p>Comprehend and connect</p> <ul style="list-style-type: none"> • Access information for diverse purposes and from a variety of sources and evaluate its relevance, accuracy, and reliability. • Apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multi-modal texts, guide inquiry, and extend thinking. • Synthesize ideas from different texts/sources. • Recognize and appreciate how different forms, structures, and features of texts reflect different purposes, audiences, and messages. • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts. • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts. • Recognize how language constructs personal, social, and cultural identity. • Construct meaningful personal connections between self, text, and world. • Recognize how literary elements, techniques, and devices enhance and shape meaning and impact. • Identify the role of story, narrative, and oral tradition in expressing First Peoples’ perspectives, values, beliefs and points of view. • Examine the diversity within and across First Peoples’ societies represented in texts. • Develop awareness of how First Peoples’ languages and texts reflect their culture, knowledge, history, and worldview. • Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking. 	<p><i>Students are expected to know the following:</i></p> <p>Story/text</p> <ul style="list-style-type: none"> • features and structures of First Peoples’ text: <ul style="list-style-type: none"> – narrative structures found in First Peoples’ texts – issues related to the ownership of First Peoples’ texts and protocols for their use – the legal status of First Peoples’ oral tradition in Canada • persuasive techniques • literal and inferential meaning • bias, propaganda, manipulation • intellectual property rights • paraphrasing <p>Strategies and processes</p> <ul style="list-style-type: none"> • reading strategies • oral language strategies • metacognitive strategies • writing processes

Learning Standards (continued)

Curricular Competencies	Content
<p>Create and communicate</p> <ul style="list-style-type: none"> • Use writing and design processes to plan, develop, and create engaging and meaningful literary, imaginative, and informational texts for a variety of purposes and audiences. • Assess and refine texts to improve their clarity, effectiveness, and impact according to purpose, audience, and message. • Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context. 	<p>Language features, structures, and conventions</p> <ul style="list-style-type: none"> • syntax and sentence fluency • rhetorical devices • conventions

Area of Learning: ENGLISH LANGUAGE ARTS 10–12

Provincial Optional Curriculum

The ELA 10–12 curriculum team proposed five options to accompany the ELA 10–12 Provincial Core Curriculum:

- Option 1: Focused Literary Studies
- Option 2: Writing and Communication
- Option 3: Oral Communication
- Option 4: New Media
- Option 5: Foundations of English

Each of these options builds on and complements the Core Curriculum while providing students with opportunities to pursue personal passions and areas of interest, including those that will best prepare them for future careers or learning opportunities. The options cover the range of topics and competencies associated with the current ELA 10–12 curriculum while opening up new possibilities for students to strengthen their English language proficiency and gain skills in such areas as digital media, oral story-telling, and creative writing.

Within the various options are suggestions for modules/courses that could be combined in a variety of ways. These include

- allowing students to take multiple short modules that could be combined to be the equivalent of a course
- creating interdisciplinary modules/courses with other areas of learning
- offering options across grades 10–12, so that students could build competency at an increasing level of complexity and depth

At this time, each of the proposed ELA 10–12 options shares the Big Ideas and Curricula Competencies included in the core provincial curriculum. However, during the next stage of development, Big Ideas and Curricula Competencies will be defined for each option.

Area of Learning: ENGLISH LANGUAGE ARTS 10–12

OPTION 1: FOCUSED LITERARY STUDIES

Description

The Focused Literary Studies Option allows students to delve more deeply into literature according to their personal interests. Students can explore specific themes, periods, authors, or areas of the world through literary works in a variety of media.

Possible content/topics/themes include:

- Canonical literature by era: Middle Ages, Renaissance, Restoration, Romantic, Victorian, 20th Century
- Genre-specific studies: poetry, short stories, novels, drama, graphic novels
- World Literature
- Diasporic Literature
- Feminist Literature
- Canadian Literature
- First Peoples' Texts
- Thematic modules
- Specific author studies
- Children's Literature

Rationale

Allowing students to choose from a range of literary topics allows them to follow their passion and at the same time

- enhance their development of the ELA core curricular competencies, both expressive and receptive
- expand their development as educated global citizens
- develop balance and broaden their understanding of themselves and the world
- further develop higher-level thinking and learning skills through more focussed literary study

Who the Focused Literary Studies Option is intended for

This option will appeal to students who are interested in literature of a particular era, geographical area, or theme or in the study of literature in general.

Suggested interdisciplinary links

Various topics within this option could potentially be paired with curriculum in Social Studies, English First Peoples, Sustainability, Visual Art, Music, and Drama.

Additional possibilities

Each of the optional modules could be delivered in a term or semester. Different options could be paired; for example, within the literary focus area, Canadian Literature and First Peoples' Texts could be offered in combination. In addition, a module from this option could be paired with one from another ELA option—for example, Children's Literature and Creative Writing.

Area of Learning: ENGLISH LANGUAGE ARTS 10–12

OPTION 2: WRITING AND COMMUNICATION

Description

The Writing and Communication Option is designed for students who have an interest in creative, academic, or business writing. This option provides students opportunities to think critically and creatively as they explore, extend, and refine their writing. Within a supportive community of writers such as writers' workshops, students will collaboratively develop their craft through processes of drafting, reflection, and revision. Students will build a portfolio that demonstrates the breadth of their body of work and evidence of querying in real-world writing forums.

The following are possible courses/modules within the Writing and Communication option:

Short Fiction and Poetry

Suggested content includes flash fiction, sub-genres (e.g., horror), poetic forms (e.g., found, concrete, haiku), imagist, hooks and leads, authenticity vs. sentimentality, literary devices and techniques (e.g., metaphor), world forms (e.g., ghazal)

Creative Non-Fiction

Suggested content includes columns, features, articles, querying, captions, layout, reporting, interviews, reviews (fashion, movie), advertising, titles, and bylines

Advanced Composition

Suggested content includes essays (expository, descriptive, narrative), developing a thesis, structure, transitions, hooks and leads, sample readings, persuasion, argumentation

Memoir

Suggested content includes place-based writing, narrative, sample readings (e.g., Sandra Cesneros's *House on Mango Street*), film memoir, tone (e.g., nostalgic)

Academic Research and Writing

Suggested content includes how to source credible works from academic databases, MLA and APA citation styles, credibility of evidence, evaluating sources, features of academic writing, use of footnotes, appendices, integrating quotations, summarizing, paraphrasing, plagiarism

Technical and Business Communications

Suggested content includes writing for specific purposes and audiences, planning, structure, specific genres (e.g., correspondence, instructions and manuals, proposals), editing, formatting, presentations

Rationale

The Writing and Communication Option provides students with in-depth opportunities to become better writers and communicators while choosing genres of personal interest.

Who the Writing and Communication Option is intended for

This option is of particular value for students who want to prepare for careers or professions that demand strong writing skills. It will appeal to students who want to strengthen their written communication as part of their preparation for work or further studies.

Suggested interdisciplinary links

- Writing from the perspective of historical figures (Social Studies)
- Dialogue of various languages, dialects, colloquialisms (Languages)
- Publishing process and industry (Applied Design, Skills, and Technologies)
- Writing lyrics for songs or jingles (Music)
- Writing within a specific field or profession (Science, Math)
- Researching and writing within a specific academic discipline (Science, History)
- Advertising writing accompanied by art/graphics (Visual Art, Applied Design, Skills, and Technologies)

Area of Learning: ENGLISH LANGUAGE ARTS 10–12

OPTION 3: ORAL COMMUNICATION

Description

The Oral Communication Option provides opportunities for students to study, create, and perform oral language and literature in creative and professional modes.

This option would be suitable for multi-grade classes (e.g., grades 10–12).

The following are possible courses/modules within the Oral Communication Option:

Creative Mode

Suggested content/topics include spoken word/slam poetry, poetry in voice, oral story-telling, readers' theatre, debates, radio/podcasts/YouTube

Professional Mode

Suggested content/topics include speech writing/presenting (various curricular/subject themes), proposals, interviewing/MMIs, radio/podcasts/YouTube (information items, how-to's), voice overs, voice editing

Suggested Project-based/Place-based activities

- planning/producing performances and debates
- capstone applications
- reading buddies (high school/elementary/pre-school/daycare/seniors)
- community sharing events
- school clubs
- community radio/podcasts/YouTube

Rationale

Oral language is a significant component of the ELA curriculum, and this option will allow students to broaden their communication skills in this continually evolving area.

Who the Oral Communication Option is intended for

All students can benefit from focused attention on oral communication skills, but this option will appeal most to students who enjoy public performance/speaking or who want to gain more experience and skill in this area. Specific groups of students who may be interested in this option include

- students with strong verbal communication skills
- ELL students who want to develop their oral language skills
- students going in to professions in which presentation skills are an asset
- students who may wish to help maintain oral traditions

Suggested interdisciplinary links

- ELA and Arts Education
- ELA and Applied Design, Skills, and Technologies
- ELA and Humanities

Area of Learning: ENGLISH LANGUAGE ARTS 10–12

OPTION 4: NEW MEDIA

Description

The New Media Option is a program of studies designed to reflect the changing role of technology in today's society and the increasing importance of digital media in communicating and exchanging ideas.

This option is intended to allow students and educators the flexibility to develop an intensive program of study centred on students' interests, needs, and abilities, while at the same time allowing for a range of local delivery methods. The New Media Option could be offered either as a traditional course or as a series of stand-alone modules such as:

- Media and film studies
- Journalism & publishing (focus on digital publishing, but note possible overlap/comboination with Option 2: Creative Non-Fiction)
- Digital communication: blogging/writing for the Web/writing for social media/gaming/podcasting

Rationale

The New Media program recognizes that digital literacy is an essential component of the educated citizen; this program is aimed at providing students with a set of skills vital for success in an increasingly complex digital world by affording numerous opportunities to demonstrate understanding and communicate increasingly sophisticated ideas through a wide variety of digital and print media, including opportunities to evaluate sources of information, and create their own unique texts.

Who the New Media Option is intended for

This option will appeal to students who wish to study language arts and create their own works within a digital context.

Suggested interdisciplinary links

This option could be combined with modules/courses in Arts Education, Applied Design, Skills, and Technologies, Social Studies, Sciences, and other areas of learning.

Area of Learning: ENGLISH LANGUAGE ARTS 10–12

OPTION 5: FOUNDATIONS OF ENGLISH

Description

The Foundations of English Option supports students in becoming stronger readers and writers (i.e., communicators), in school and beyond.

The curriculum competencies for this option will be the same as the required ELA curriculum competencies. However, the Content will be more specific in that it will emphasize/scaffold students' knowledge to support them in their required courses and in their life beyond secondary.

The Foundations of English will focus on choice (of texts, tasks), relationships, feedback, and hands-on and real life applications of language arts.

Suggested content/topics for this option include

- support for discipline goals (reading, writing tasks) in Social Studies, Science, Math, and other areas of learning
- graphic texts
- literature (some)
- “practical” texts (e.g., driver’s licence; technical manuals; workplace literacies)
- vocabulary development (ELL): (e.g., academic /technical vocabulary; idioms; expressions; colloquialisms)
- technical writing (e.g., reports, emails, social media, admission letters, resumés)
- functional/transactional literacy
- text features (e.g., glossary, headings, diagrams, charts)
- academic writing: expository essays, narrative, comparisons/contrasts

Rationale

ALL learners have strengths and potential. This course is based on the understanding that each student brings a unique experience, knowledge, and skill-set that can be nurtured in a classroom setting.

Who the Foundations of English Option is intended for

This option will appeal to students who want to strengthen their reading, writing, and communication skills, as part of their studies in grades 10–12 and in preparation for work or further studies.

Suggested interdisciplinary links

This option could support reading or writing tasks in Social Studies, Science, Math, and other areas of learning.

Additional possibilities

This option could be

- offered as a six-week module or as a number of short modules
- team-taught and offered concurrently with the ELA core curriculum
- kept open to all students regardless of their post-secondary aspirations
- offered in three levels (Level 1–3 Foundations)
- combined with other ELA 10–12 options to build on students' passions/needs/interests/skills

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