

Grade 12 English Language Arts 30-1: Year-at-a-Glance

Overview

ELA 30-1 asks students to use listening, speaking, reading, writing, viewing and representing as connected ways of making meaning. Across the year, students explore their own thoughts, ideas, feelings and experiences and use that exploration to form tentative interpretations and positions. They read and view a wide range of literary and non-literary texts, building skill in constructing meaning from text and context, understanding the forms and techniques writers and other text creators use, and responding personally and critically to what they encounter. Students carry out inquiry and research, learning to plan an investigation, gather and evaluate sources, and draw defensible conclusions. They also create their own oral, print, visual and multimedia texts, working through planning, drafting, and revising for clarity, correctness and stylistic effect. Throughout, students work in groups and communities of readers and writers, practising respect, collaboration and constructive response to others' work. [See the curriculum: 1, 2, 3, 4, 5, 6.](#)

The year at a glance

ELA 30-1

Unit	General outcomes	Specific outcomes
Students will listen, speak, read, write, view and represent to comprehend literature and other texts in oral, print, visual and multimedia forms, and respond personally, critically and creatively.	2.1 Construct meaning from text and context; 2.3 Respond to a variety of print and nonprint texts; 2.2 Understand and appreciate textual forms, elements and techniques	Understand and interpret content a. (see the curriculum); Engage prior knowledge a. (see the curriculum); Use reference strategies and reference technologies 1. (see the curriculum); Discern and analyze context a. (see the curriculum); Evaluate the verisimilitude, appropriateness and significance of print and nonprint texts a. (see the curriculum); Connect self, text, culture and milieu a. (see the curriculum); Appreciate the effectiveness and artistry of print and nonprint texts 1. (see the curriculum); Relate form, structure and medium to purpose, audience and content a. (see the curriculum); Relate elements, devices and techniques to created effects a. (see the curriculum)

Students will listen, speak, read, write, view and represent to manage ideas and information.	3.1 Determine inquiry or research requirements; 3.2 Follow a plan of inquiry	Focus on purpose and presentation form a. (see the curriculum); Plan inquiry or research, and identify information needs and sources a. (see the curriculum); Review inquiry or research process and findings 1. (see the curriculum); Form generalizations and conclusions 1. (see the curriculum); Select, record and organize information a. (see the curriculum); Evaluate sources, and assess information a. (see the curriculum)
Students will listen, speak, read, write, view and represent to create oral, print, visual and multimedia texts, and enhance the clarity and artistry of communication.	4.1 Develop and present a variety of print and nonprint texts; 4.2 Improve thoughtfulness, effectiveness and correctness of communication	Assess text creation context a. (see the curriculum); Use production, publication and presentation strategies and technologies consistent with context a. (see the curriculum); Consider and address form, structure and medium a. (see the curriculum); Develop content a. (see the curriculum); Edit text for matters of correctness a. (see the curriculum); Enhance organization a. (see the curriculum); Consider and address matters of choice a. (see the curriculum); Enhance thought and understanding and support and detail a. (see the curriculum)
Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.	1.2 Extend awareness; 1.1 Discover possibilities	Consider new perspectives a. (see the curriculum); Set personal goals for language growth a. (see the curriculum); Express preferences, and expand interests 1. (see the curriculum); Form tentative understandings, interpretations and positions a. (see the curriculum); Experiment with language, image and structure a. (see the curriculum)
Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.	5.1 Respect others and strengthen community; 5.2 Work within a group	Use language and image to show respect and consideration a. (see the curriculum); Recognize accomplishments and events a. (see the curriculum); Appreciate diversity of expression, opinion and perspective a. (see the curriculum); Understand and evaluate group processes a. (see the curriculum); Cooperate with others, and contribute to group processes a. (see the curriculum)

Across the year

- The personal exploration students do early in a unit, forming first impressions and tentative interpretations of a text, feeds directly into the closer critical reading and interpretation work that follows, so first responses become raw material for more developed analysis rather than being left behind. [See the curriculum: 1, 2.](#)

- Inquiry and research skills, from narrowing a topic to evaluating sources for bias, run in parallel with the reading program and typically culminate in a created text, whether a formal essay, a report or a multimedia presentation, where students apply what the research uncovered. [See the curriculum: 1, 2.](#)
- The habits of revision, attention to organization, word choice, and correctness, apply equally to a personal response journal, a critical essay and a research-based presentation, so skill built in one kind of writing transfers to the others. [See the curriculum.](#)
- Group work is not confined to a single unit: it supports inquiry projects, oral presentations and peer response to writing throughout the course, and asks students to practise respect for differing perspectives and constructive collaboration all year. [See the curriculum.](#)
- Because texts studied for personal and critical response are frequently the same texts used to build research or presentation skills, teachers can plan units where a novel, film or set of articles serves the reading strand, the inquiry strand and the text-creation strand at once. [See the curriculum: 1, 2, 3.](#)