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ABSTRACT

Intended for teachers, this document provides curriculum specifications for the Grade 12 Diploma Examinations in English 30 in Alberta, Canada. Introductory information (1) indicates the approximate time to be devoted to teaching various components of the language arts, the relative importance of concepts and skills, and priorities for instruction and evaluation; (2) defines both process and outcome objectives; and (3) discusses the purposes of the classroom evaluation and the Grade 12 Diploma Examinations (to assess instructional outcomes for students and their parents, employers, post-secondary institutions, and school systems.) The second section of the document outlines the writing, reading, viewing, listening, and speaking concepts specified for high school language arts programs. The third section provides a rationale for the selection of objectives for diploma examination purposes and outlines the outcome objectives and necessary skills for diploma examinations in English 30. (SRT)

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ENGLISH 30
CURRICULUM SPECIFICATIONS

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SECTION A: INTRODUCTION

The language arts curriculum specifications for examinations in English 30 were originally prepared in July, 1981, by a committee of classroom teachers, university professors, and Alberta Education personnel under the direction of the Curriculum Branch. These specifications were revised and validated in January, 1982 and in June and July, 1983. Alberta Education acknowledges with appreciation the contributions of the members of the two Grade 12 Language Arts Committees.

1981

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The *curriculum specifications* for the Grade 12 Diploma Examinations in English 30 were developed from the same criteria as were the curriculum specifications for the Provincial Achievement Tests in English 30 (1982). These criteria are:

1. to be based wholly on the *Program of Studies for Senior High Language Arts, Revised, Spring, 1981,*

2. to reflect the wholeness of the Language Arts program by integrating a taxonomy of levels of *thinking* with the various *communication skills*. These include the receptive components of listening, viewing, and reading, and the expressive components of speaking and writing.

PURPOSE OF CURRICULUM SPECIFICATIONS

Curriculum specifications are designed to identify priorities in the Language Arts Program of Studies for the purposes of teaching and evaluation. Evaluation at the provincial level and at the school level should be guided by these specifications.

WEIGHTING FACTORS

Varied emphases are reflected in the system of weighting in terms of time and importance.

1. Time Factor

   Time factor refers to the approximate time to be devoted to teaching various components of the language arts program in the classroom.

The Curriculum Specifications Committee considered percentage weightings for time spent on the various modalities or strands (e.g., reading), and for time spent on levels of thinking (e.g., understanding). As a result of these considerations it was recommended that, for example, time allotments in English 30 be 30-40 percent for reading, and 20-30 percent for knowledge and understanding. It will be noted that in most instances a 10 percent range exists when weightings are given.

2. Importance Factor

All concepts and skills in the language arts program are considered important, but some have greater importance than others. The *importance* factor attempts to distinguish these differences and to suggest what the priorities should be for instruction and evaluation.

The *importance* factor, separate from the time factor, is represented by the letters A, B, and C as follows:

A - Extremely Important
B - Very Important
C - Important

The concept *appropriate reading strategies* is weighted A. This indicates that it is considered *extremely important* at the Grade 12 level in English 30.

3. Process and Outcome Objectives

Both *process* and *outcome or product* objectives are important, and both can and should be evaluated by the classroom teacher. At this time, provincial testing is directed almost exclusively to outcome objectives. Definitions of these terms, for the purposes of this document, are:

Process Objective - an objective which involves certain actions or activities, i.e., processes that may result in products which cannot be evaluated by traditional external testing procedures. Evaluation of these objectives is best accomplished by the classroom teacher.

Outcome Objective (Product Objective) - an objective which, as a result of some action or process, leads to a product or outcome which can be measured or evaluated by external testing.

For further clarification of *curriculum specification* concepts, readers should refer to the concept and skill statements in the *Program of Studies for Senior High Language Arts, Revised, Spring, 1981.*

Table 1 outlines the percentage weighting of classroom time suggested for each of the communication skills in English 30: writing, reading, viewing, listening, and speaking. Table 2 outlines the percentage weighting of classroom time suggested for each of the taxonomic levels. Section B of this document outlines the detailed *curriculum specifications.*

Table 1

English 30 Language Arts Total Curriculum

MODALITIES	TIME WEIGHTINGS
WRITING	30 - 40
READING	30 - 40
VIEWING	5 - 10
LISTENING	5 - 15
SPEAKING	5 - 15
TOTAL	100

Table 2

English 30 Language Arts Taxonomic Levels

TAXONOMIC LEVELS	PERCENTAGE RANGE*
KNOWLEDGE AND UNDERSTANDING	20 - 30
APPLICATION AND SYNTHESIS	30 - 40
EVALUATION	20 - 30
APPRECIATION	10 - 20
TOTAL	100

*Percentages reflect emphases for the total English 30 program.

In some instances, where the skills listed in English 10 and 20 are expected to be treated at the 30 level, these skills have been added to the specifications for English 30.

DIPLOMA EXAMINATIONS AND CLASSROOM EVALUATION

The *curriculum specifications* which follow identify priorities in the Language Arts Program of Studies for teaching and for evaluation in the classroom and at the provincial level. The two levels of evaluation differ somewhat in their purpose, characteristics, and scope.

The purposes of evaluation in the classroom are: to provide students with information about their strengths and weaknesses; to provide a basis for teachers and students to plan instruction; to provide information about whether objectives are being met; to assess mastery of content; and to help students to develop their writing, reading, listening, viewing and speaking skills.

Classroom evaluation is an integral part of teaching method. Teachers instruct on the basis of assessing students' work at various stages, and by suggesting improvements in presentations as students develop their skills and understandings. Some of this evaluation is formal, but much of it is informal, and is essentially a dialogue between teacher and student, and teacher and parent, about the student's progress toward attaining the course objectives.

Grade 12 Diploma Examinations serve a different purpose. Rather than being an integral part of the instructional and learning process, they occur at the end of that process. Their purpose is to assess outcomes. Their audience is the student and his parents, employers, post-secondary institutions, and school systems.

The characteristics of evaluation in the classroom are usually quite different from those of evaluation at the provincial level, partly because of the purposes served. Much of the evaluation in the classroom occurs as skills and knowledge are being developed. It is on-going and is designed to guide and assist students. Sometimes it is motivational in nature. For example, credit is given for the completion of assigned work. At mid-term and end-of-term another type of evaluation is used when there is an attempt to measure whether or not students have met intended objectives or mastered fundamental content. Students' work is assessed in both oral and written modes. Whether classroom evaluation is on-going, motivational, end-of-term, oral or written, teachers maintain their sensitivity to the growth and development of the students as they assess students' efforts.

Grade 12 Diploma Examinations, on the other hand, are end-of-term examinations that are course-specific and pertain only to the skills and understandings that the student has developed by the end of English 30. The diploma examinations, while program- and course-specific, are not classroom- or school-specific. They are paper-and-pencil tests and, clearly, have their limitations.

The scope of classroom evaluation in language arts is broader than that of diploma examinations. In the classroom, a student's development in all the language arts skills can be evaluated. A student's understanding of a literary concept may be evaluated through a group discussion which he leads, or through a formal speech. At the same time as his reading skills are being developed, his speaking skills will be developed and can be evaluated. A classroom teacher will probably use film or television as an integral part of instruction and may evaluate students' critical viewing skills through oral or written assignments.

Because of the limitations of paper-and-pencil tests, Grade 12 Diploma Examinations cannot test a student's skills in listening and speaking and in aspects of viewing at this time. Even though some of the concepts listed under reading and writing are similar or parallel to concepts in listening, speaking and viewing, the diploma examinations evaluate only those concepts and skills which can be tested in a relatively short time with paper and pen.

Grade 12 Diploma Examinations serve to complement classroom evaluation. Both types of evaluation assess some of the same aspects of student achievement; however, classroom evaluation encompasses the whole of the language arts program while Grade 12 Diploma Examinations can assess only a part.

CONCEPT	WRITING CONCEPTS 30% - 40% (TIME)	IMPORTANCE FACTOR	PROCESS OBJECTIVE	OUTCOME OBJECTIVE
1.	*Appropriate prewriting strategies can assist a writer in discovering and expressing meaning.*	B		
	<u>Skills</u>			
	1. Generate ideas for writing in a variety of ways, such as brainstorming, group discussion, class discussion, exploratory writing, personal experience, and incidental reading.	B	x	
	2. Identify purpose and audience, and direct writing to that audience.	A	x	x
	3. Use ideas generated during prewriting activities to establish an appropriately limited topic; select material appropriate to the subject, purpose, and audience; and supplement where necessary with additional material.	A	x	x
	4. Produce an individual approach to a composition.	B	x	
	5. Allow for development of the composition during the writing process by planning the composition and allowing for discovery of meaning.	B	x	
2.	*Appropriate organization and development of ideas are essential qualities of written composition.*	A		
	<u>Skills</u>			
	1. Write an introduction which engages the interest and focuses the thoughts of the reader and establishes the mood and tone of the composition.	A	x	x

*IMPORTANCE FACTOR: A - Extremely Important
B - Very Important
C - Important

CONCEPT	WRITING CONCEPTS 30% - 40% (TIME)	IMPORTANCE FACTOR	PROCESS OBJECTIVE	OUTCOME OBJECTIVE
	2. Develop the composition with or without an explicit thesis statement.	B	x	x
	3. Use a method of development which is appropriate to the topic, purpose, and audience, and when appropriate, incorporate research material.	A	x	x
	4. Use with facility methods of development, such as reasons, examples, analogy, and dialogue.	A	x	x
	5. Demonstrate the ability to organize thoughts coherently.	A	x	x
	6. Demonstrate the ability to trace a coherent thought pattern to a suitable conclusion.	A	x	x
3.	*Effective revision involves careful evaluation of ideas and a further shaping of the composition.*	A		
	<u>Skills</u>			
	1. Ensure that all instructions have been followed.	A	x	x
	2. Define the expression of ideas by			
	a. identifying and developing ideas not adequately developed;	A	x	
	b. eliminating extraneous material;	A	x	
	c. evaluating ideas in terms of their appropriateness to subject, purpose and audience;	A	x	
	d. correcting faulty reasoning, and/or inappropriate emphasis;	A	x	
	e. improving inadequate explanation and support.	A	x	
	3. Revise and improve stylistic choices such as diction, sentence structure, level of formality of language.	A	x	

CONCEPT	WRITING CONCEPTS 30% - 40% (TIME)	IMPORTANCE FACTOR	PROCESS OBJECTIVE	OUTCOME OBJECTIVE
	4. Examine composition for faulty mechanics, unity, coherence, emphasis and proportion.	B	x	
	5. Prepare a final draft, carefully edited and proof-read, with a suitable title, footnotes and bibliography where appropriate.	A	x	x
4.	*A writer's ideas and experience can be presented through various modes of discourse.*	B		
	<u>Skills</u>			
	1. Develop ideas for other types of writing through the use of personal or exploratory writing, such as journal writing or personal reactions, to clarify thoughts and feelings.	B	x	
	2. Through shaped and polished writing, share thoughts or feelings with other people in personal essays, short stories, and poems.	B	x	x
	3. Use clear, functional prose when the purpose is utilitarian, such as when writing a report or writing literary criticism.	B	x	x
5.	*A writer should use an appropriate prose form for his intention.*	B		
	<u>Skills</u>			
	1. In support of a clearly defined position, present a convincing argument through logical thought and persuasive language.	B	x	x
	2. Complete a variety of forms; produce a complete and useful resumé and covering letter for a specific application.	B	x	x
	3. In response to a specific assignment, or on a subject in which the student has a special interest, write a clear, well-organized report which requires some research or investigation.	B	x	x

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CONCEPT	WRITING CONCEPTS 30% - 40% (TIME)	IMPORTANCE FACTOR	PROCESS OBJECTIVE	OUTCOME OBJECTIVE
	4. Present a point of view in a literary essay that, where appropriate, smoothly and effectively incorporates the results of research.	B	x	x
	5. Use narration and description effectively to fulfil purpose.	B	x	x
	6. Present a point of view in a personal or reflective essay.	B	x	x

	READING CONCEPTS 30% - 40% (TIME)			
	6. *Reading is a process which demands active involvement of the reader.*	A		
	<u>Skills</u>			
	1. Respond to the material which is read with sensitivity, thoughtfulness, articulation, and self-reliance.	A	x	x
	2. Understand that the study of literature involves		A	
	a. initial reading of material;		x	
	b. personal response;		x	
	c. sufficient thoughtful consideration to ensure understanding;		x	
	d. possible sharing of one's response with others, orally or in writing;		x	x
	e. a personal, social, or critical evaluation.		x	x
7. & 14.	*The study of literature can fulfil a variety of goals for the individual.*	B		

CONCEPT	READING CONCEPTS 30% - 40% (TIME)	IMPORTANCE FACTOR	PROCESS OBJECTIVE	OUTCOME OBJECTIVE
	Skills			
	1. Understand that reading literature can increase	A		
	a. enjoyment of literature;		x	
	b. knowledge and appreciation of literature;		x	
	c. understanding of self and others;		x	
	d. knowledge of one's cultural heritage;		x	
	e. knowledge and appreciation of one's literary heritage.		x	
	2. Demonstrate some understanding of one's literary heritage including an acquaintance with the works of some major Canadian authors.	B	x	x
8.	*Enjoyment and appreciation of literature depend on favorable attitudes, extended range of reading materials, extended range of responses, and stimulation of imagination.*	A		
	Skill			
	1. Read literature for	A		
	a. the enjoyment and stimulation of the imagination it provides;		x	
	b. an understanding of its content and appeal;		x	x
	c. an understanding and appreciation of its literary and social value.		x	x
9. & 12.	*Human experience and values can be explored through literature.*	A		
	Skills			
	1. Through literature	A		
	a. expand experience vicariously;		x	
	b. examine values expressed through literature;		x	x
	c. become aware of some of the variety, origins, conflicts, and trends in human values.		x	x

CONCEPT	READING CONCEPTS 30% - 40% (TIME)	IMPORTANCE FACTOR	PROCESS OBJECTIVE	OUTCOME OBJECTIVE
	2. Study and analyze values presented in literature in order to	A		
	a. relate literary experience to personal experience;		x	x
	b. relate personal and societal values to values expressed through literature;		x	x
	c. appraise the values expressed in a literary selection.		x	x
	3. Interpret character and evaluate effective characterization in order to	B		
	a. judge the quality of characterization;		x	x
	b. evaluate the author's approach to characterizing, and consistency and plausibility of the characters.		x	x
10.	*Comprehension of meaning in literature may require understanding the author's purpose, making inferences, understanding allusions and symbols.*	B		
	<u>Skills</u>			
	1. Evaluate the extent to which a specific piece of writing achieves its purpose.	C	x	x
	2. Demonstrate an ability to interpret symbols and symbolic patterns in literature.	B	x	x
	3. Understand the themes in literary works and evaluate their validity in terms of milieu, and in relation to life in general and to the student's own experience.	A	x	x
11.& 13.	*An informed critical response requires an understanding of literary form, structure, and style.*	B		

CONCEPT	READING CONCEPTS 30% - 40% (TIME)	IMPORTANCE FACTOR	PROCESS OBJECTIVE	OUTCOME OBJECTIVE
	<u>Skills</u>			
	1. Evaluate how content, emphasis, imagery and organization are influenced by a writer's choice of literary form.	A	x	x
	2. Identify the effect created by the author's style and examine the methods by which it is achieved.	B	x	x
	3. Understand the concept of artistic unity, and appreciate the way in which a good writer's form and ideas are shaped into an artistic unit.	A	x	x
	4. Assess the effect of the setting on the action and characters, and the effect of the social and temporal milieu from which the literature comes.	B	x	x
15.	*An effective reader is able to select and use reading strategies appropriate to his/her purpose in reading for enjoyment, information, or literary appreciation.*	A		
	<u>Skills</u>			
	1. Recognize that	B		
	a. both reading rate and comprehension may be increased through the application of good reading techniques, such as reading in larger thought units and making effective use of contextual clues;		x	
	b. comprehension must not be sacrificed for speed;		x	
	c. reading rate should vary depending on purpose and material.		x	
	2. Use a reading rate appropriate to the purpose and the complexity of the material.	A	x	
	3. Demonstrate ability to use intensive reading skills effectively.	A	x	x
	4. Demonstrate ability to skim and scan for required information.	B	x	x

CONCEPT	VIEWING CONCEPTS 5% - 10% (TIME)	IMPORTANCE FACTOR	PROCESS OBJECTIVE	OUTCOME OBJECTIVE
16.	*Appreciation and understanding of a visual message requires an understanding of purpose.*	B		
	<u>Skills</u>			
	1. Identify the purpose, message and intended audience of viewed communications.	B	x	x
	2. Identify the level at which a visual image communicates, and discuss the relation to the basic purpose for which the image was produced.	B	x	x
17.	*Elements in and structure of the image strongly influence the total effect of the communication.*	B		
	<u>Skills</u>			
	1. Recognize that the message of a visual presentation is affected by factors such as color, movement, camera angle, framing, and sequence.	C	x	x
	2. Relate the elements of the image to the purpose and message of the image.	B	x	x
	3. Appreciate effects of editing such as biasing content, enhancing mood, and enhancing theme.	B	x	x
	4. Analyze the structure of a visual message by expressing the relationships among the purpose of the image, its content and style, and the unified effect which results.	A	x	x
18.	*Many visual communications are really audio-visual messages which use sound and image together to communicate a message.*	B		
	<u>Skill</u>			
	1. Discuss the artistic unit resulting from combined visual effects, sound effects and language in a mixed media presentation, television production or film.	B	x	x

CONCEPT	VIEWING CONCEPTS 5% - 10% (TIME)	IMPORTANCE FACTOR	PROCESS OBJECTIVE	OUTCOME OBJECTIVE
19.	*The viewer must evaluate the apparent reality created in media products.*	A		
	<u>Skills</u>			
	1. Analyze and evaluate the extent to which manipulative devices, including propaganda devices and advertising techniques, are used in the materials encountered in daily life.	A	x	x
	2. Evaluate the aura of reality created in visual messages, especially propaganda.	A	x	x
20.	*Visual communication is similar in many ways to verbal forms of communication.*	B		
	<u>Skills</u>			
	1. Discuss relationships among feature films, TV movies, novels and plays, or among short films, short stories, one-act plays and poetry.	C	x	x
	2. Recognize that visual messages may employ imagery, mood, irony, satire, tone, symbolism, humor, structure and pace.	C	x	x
	3. Appreciate that visual media make use of stylistic devices (color, texture, body language, connotation) to influence the viewer, and relate this knowledge to the use in literature of such stylistic devices as sensory impression, diction, and rhythm.	B	x	x
	4. Evaluate the stylistic features of a visual message.	B	x	x

CONCEPT	LISTENING CONCEPTS 5% - 15% (TIME)	IMPORTANCE FACTOR	PROCESS OBJECTIVE	OUTCOME OBJECTIVE
21.	*Listening is an active, not a passive, process.*	A		
	<u>Skills</u>			
	1. Recognize that effective listening is an active process which requires not only literal comprehension, but also interpretive and critical thinking.	A	x	
	2. Identify and consider the factors which interfere with effective listening, and attempt to overcome interferences created by the environment, the speaker and the listener himself.	A	x	x
	3. Observe the courtesies of a good listener.	A	x	
22.	*Sensitivity to ideas, tone, and purpose is an integral part of receiving a spoken communication.*	A		
	<u>Skills</u>			
	1. Recognize and recall the central and supporting ideas in an oral presentation.	A	x	x
	2. Identify the speaker's purpose.	A	x	x
	3. Recognize the speaker's attitude and bias.	A	x	x
	4. Distinguish between emotional appeal and reasoned argument.	A	x	x
	5. Infer mood and tone in an oral communication.	A	x	x
	6. Be sensitive to both verbal and non-verbal indicators of the speaker's intent or attitude, such as inflection and gestures.	A	x	x
23.	*Listening to obtain information involves attentive, open-minded reception of the message presented.*	A		

CONCEPT	LISTENING CONCEPTS 5% - 15% (TIME)	IMPORTANCE FACTOR	PROCESS OBJECTIVE	OUTCOME OBJECTIVE
	Skills			
	1. During the listening process, listen actively and mentally organize and review the speaker s theme, main ideas, and supporting details.	A	x	
	2. Seek clarification of information not understood and expansion of ideas superficially developed.	A	x	
24.	*Critical listening involves an assessment of the validity of the message presented.*	A		
	Skills			
	1. Distinguish between fact and opinion.	A	x	x
	2. Identify the functions and intentions of the speaker and basic persuasive techniques, such as glittering generalities, flattery, appeals to fear, or prejudice.	A	x	x
	3. Differentiate between the content of the address and the performance of the speaker.	A	x	x
	4. Analyze a variety of presentations to identify the persuasive techniques used.	B	x	x
	5. Detect fallacies in the speaker's argument such as hasty generalizations or false analogies.	A	x	x
	6. Assess the overall degree of completeness, balance and logic of a presentation and evaluate both the performance of the speaker and the content of the address.	A	x	x
	7. Evaluate the source of information.	A	x	x

CONCEPT	SPEAKING CONCEPTS 5% - 15% (TIME)	IMPORTANCE FACTOR	PROCESS OBJECTIVE	OUTCOME OBJECTIVE
25.	*The ability to speak easily, clearly, and effectively is an essential communication skill.*	A		
	Skills			
	1. Realize that one can clarify and extend one's own thinking by expressing thoughts orally.	A	x	
	2. Express thoughts clearly when responding to literature, when generating ideas for writing and more formal speaking, and when revising and editing material such as in writing and workshop situations.	A	x	x
	3. Speak extemporaneously on familiar topics, orally read appropriate prose or poetry selections, and give prepared talks from notes or memory.	B	x	x
	4. Use vocabulary effectively to convey ideas and feelings accurately and concisely.	A	x	x
	5. Use voice production factors, such as volume and stress, and non-verbal factors, such as gestures and eye contact, to effectively communicate meaning mood and interest.	B	x	x
26.	*The ability to function effectively in a group includes respecting group etiquette and using talk to advance the purpose of the group.*	A		
	Skills			
	1. Function with increasing facility as both a group member and leader.	B	x	
	2. Share ideas in large groups.	A	x	x

CONCEPT	SPEAKING CONCEPTS 5% - 15% (TIME)	IMPORTANCE FACTOR	PROCESS OBJECTIVE	OUTCOME OBJECTIVE
27.	*Communication situations call for appropriate language, tone, and non-verbal behavior to suit the audience, occasion, or purpose.*	A		
	<u>Skills</u>			
	1. Express thoughts and feelings, explore ideas, and seek information through talk which is appropriate for audience, purpose and context.	A	x	x
	2. Use the procedures and courtesies common to an interview situation.	B	x	x
	3. Demonstrate facility with both explanatory and persuasive speaking in classroom situations.	B	x	x

SECTION C: DIPLOMA EXAMINATION SPECIFICATIONS

RATIONALE FOR SELECTION OF OBJECTIVES FOR DIPLOMA EXAMINATION PURPOSES

The *Program of Studies for Senior High Language Arts, Revised, Spring, 1981* recognizes the importance of two kinds of learning objectives -- process objectives, which concentrate upon ways and means, and outcome objectives, which concentrate upon product. As indicated in the introduction to this document, the English 30 Diploma Examination consists of test items that are tied solely to outcome objectives.

Performance on certain outcome objectives listed in the English 30 Language Arts Curriculum Specifications will not be evaluated by the English 30 Diploma Examination. Most notably, outcome objectives classified in the English 30 Language Arts Curriculum Specifications under listening and speaking, and some aspects of viewing, will not be tested at this time. Similarly, due to the limitations of pen-and-paper test design, performance on other outcome objectives, such as demonstrating "increased ability to skim and scan for required information," will not be evaluated. All such outcome objectives have been excluded from the present English 30 Diploma Examination Specifications.

The amount of time available for testing places further limitations on the scope of outcome objectives that can be tested in any one examination. For a more specific indication of what was tested on the first round of English 30 diploma examinations (January, June and August, 1984), please refer to the blueprints in the English 30 Diploma Examination Bulletin.

OUTCOME OBJECTIVES FOR DIPLOMA EXAMINATIONS IN ENGLISH 30

WRITING CONCEPTS

1. *Appropriate prewriting strategies can assist a writer in discovering and expressing meaning.*

   Skills

   1. Identify purpose and audience, and direct writing to that audience.

   2. Use ideas generated during prewriting activities to establish an appropriately limited topic; select material appropriate to the subject, purpose, and audience; and supplement where necessary with additional material.

   3. Produce an individual approach to a composition.

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2. *Appropriate organization and development of ideas are essential qualities of written composition.*

Skills

1. Write an introduction which engages the interest and focuses the thoughts of the reader and establishes the mood and tone of the composition.

2. Develop the composition with or without an explicit thesis statement.

3. Use a method of development which is appropriate to the topic, purpose, and audience, and when appropriate, incorporate research material.

4. Demonstrate the ability to organize thoughts coherently.

5. Demonstrate the ability to trace a coherent thought pattern to a suitable conclusion.

3. *Effective revision involves careful evaluation of ideas and a further shaping of the composition.*

Skills

1. Ensure that all instructions have been followed.

2. Prepare a final draft, carefully edited and proofread, with a suitable title.

4. *A writer's ideas and experiences can be presented through various modes of discourse.*

Skills

1. Through shaped and polished writing, share thoughts or feelings with other people.

2. Use clear, functional prose when the purpose is utilitarian.

WRITING CONCEPTS (Continued)

5. *A writer should use a prose form appropriate to his intention.*

Skills

1. In support of a clearly defined position, present a convincing argument through logical thought and persuasive language.

2. Complete a variety of forms; produce a complete and useful resumé and covering letter for a specific application.

3. Present a point of view in a literary essay.

4. Use narration and description effectively to fulfil purpose.

5. Present a point of view in a personal or reflective essay.

READING CONCEPTS

6. *Reading is a process which demands active involvement of the reader.*

Skills

1. Respond with sensitivity, thoughtfulness, articulation and self-reliance to the material which is read.

2. Understand that the study of literature involves

   a. possible sharing of one's response with others, orally or in writing;

   b. a personal, social, or critical evaluation.

8. *Enjoyment and appreciation of literature depend on favorable attitudes, extended range of reading materials, extended range of responses, and stimulation of imagination.*

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Skill

Read literature for

a. an understanding of its content and appeal;

b. an understanding and appreciation of its literary and social value.

9. & 12. *Human experience and values can be explored through literature.*

Skills

1. Through literature

   a. examine values expressed through literature;

   b. become aware of some of the variety, origins, conflicts, and trends in human values.

2. Study and analyze values presented in literature in order to

   a. relate literary experience to personal experience;

   b. relate personal and societal values to values expressed through literature;

   c. appraise the values expressed in a literary selection.

3. Interpret character and evaluate effective characterization in order to

   a. judge the quality of characterizations;

   b. evaluate the author's approach to characterizing, and the consistency and plausibility of the characters.

10. *Comprehension of meaning in literature may require understanding the author's purpose, making inferences, understanding allusions and symbols.*

Skills

1. Evaluate the extent to which a specific piece of writing achieves its purpose.

2. Demonstrate an ability to interpret symbols and symbolic patterns in literature.

3. Understand the themes in literary works and evaluate their validity in terms of milieu, and in relation to life in general and to one's own experience.

READING CONCEPTS (Continued)

11.& 13. *An informed critical response requires an understanding of literary form, structure and style.*

Skills

1. Evaluate how content, emphasis, imagery and organization are influenced by a writer's choice of literary form.

2. Identify the effect created by the author's style and examine the methods by which it is achieved.

3. Understand the concept of artistic unity, and appreciate the way in which a good writer's form and ideas are shaped into an artistic unit.

4. Assess the effect of the setting on the action and characters, and the effect of the social and temporal milieu from which the literature comes.

15. *An effective reader is able to select and use reading strategies appropriate to his purpose in reading for enjoyment, information, or literary appreciation.*

Skill

1. Demonstrate ability to use intensive reading skills effectively.

VIEWING CONCEPTS

16. *Appreciation and understanding of a visual message requires an understanding of purpose.*

Skills

1. Identify the purpose, message, and intended audience of viewed communications.

2. Identify the level at which a visual image communicates, and discuss the relation to the basic purpose for which the image was produced.

17. *Elements in and structure of the image strongly influence the total effect of the communication.*

Skills

1. Recognize that the message of a visual presentation is affected by factors such as color, movement, camera angle, framing, and sequence.

2. Relate the elements of the image to the purpose and message of the image.

3. Appreciate effects of editing such as biasing content, enhancing mood, and enhancing theme.

4. Analyze the structure of a visual message by expressing the relationships among the purpose of the image, its content and style, and the unified effect which results.

19. *The viewer must evaluate the apparent reality created in media products.*

Skills

1. Analyze and evaluate the extent to which manipulative devices, including propaganda devices and advertising techniques, are used in the materials encountered in daily life.

2. Evaluate the aura of reality created in visual messages, especially propaganda.

20. *Visual communication is similar in many ways to verbal forms of communication.*

Skills

1. Recognize that visual messages may employ imagery, mood, irony, satire, tone, symbolism, humor, structure and pace.

VIEWING CONCEPTS (Continued)

2. Appreciate that visual media make use of stylistic devices (color, texture, body language, connotation) to influence the viewer, and relate this knowledge to the use in literature of such stylistic devices as sensory impression, diction and rhythm.

3. Evaluate the stylistic features of a visual message.

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