

Nova Scotia English Language Arts Curriculum Correlation

Hilary Weston Writers' Trust Prize for Nonfiction:

Teaching Resource for 2012 Finalists

[Source: *Atlantic Canada English Language Arts Curriculum Guide: Grades 10-12*. Province of Nova Scotia 1997, Prepared by the Department of Education and Culture. Grade 12.]

SPECIFIC CURRICULUM OUTCOMES: SPEAKING AND LISTENING

Students will be expected to speak and listen to explore, extend, clarify, and reflect on their thoughts, ideas, feelings, and experiences.

- examine others' ideas and synthesize what is helpful to clarify and expand on their own understanding
- ask discriminating questions to acquire, interpret, analyse, and evaluate ideas and information
- articulate, advocate, and justify positions on an issue or text in a convincing manner, showing an understanding of a range of viewpoints
- listen critically to analyse and evaluate concepts, ideas, and information

Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.

- consistently demonstrate active listening and concern for the needs, rights, and feelings of others

SPECIFIC CURRICULUM OUTCOMES: READING AND VIEWING

Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.

- read widely and experience a variety of literary genre and modes from different provinces and countries and world literature from different literary periods
- articulate their understanding of the ways in which information texts are constructed for a particular purpose
- use the cueing systems and a variety of strategies to construct meaning in reading and viewing complex and sophisticated print and media texts

Students will be expected to respond personally to a range of texts.

- make informed personal responses to increasingly challenging print and media texts and reflect on their responses
 - make connections between their own values, beliefs, and cultures and those reflected in literary and media texts
 - analyse thematic connections among texts and articulate an understanding of the universality of many themes
 - demonstrate a willingness to explore diverse perspectives to develop or modify their points of view
- articulate and justify points of view about texts and text elements
 - interpret ambiguities in complex and sophisticated texts

Students will be expected to respond critically to a range of texts, applying their understanding of language, form, and genre.

- show the relationships among language, topic, purpose, context, and audience
 - describe, discuss, and evaluate the language, ideas, and other significant characteristics of a variety of texts and genres
- respond critically to complex and sophisticated texts
 - examine how texts work to reveal and produce ideologies, identities, and positions
 - examine how media texts construct notions of role, behaviour, culture, and reality
 - examine how textual features help a reader and viewer to create meaning of the texts