

Department of Education and Early Childhood Development

English Language Arts

Grades 9-12

2020-2021 Prioritized Curriculum



Contents

Acknowledgements..... 3
Background and Rationale 4
Year-End Achievement Standards 4
English Language Arts 9..... 5
English Language Arts 10..... 6
English Language Arts 11..... 7
English Language Arts 12..... 8

Acknowledgements

The Department of Education and Early Childhood Development of New Brunswick (EECD) gratefully acknowledges the contributions of the following educators toward the development of the English Language Arts Grades 9-12 Prioritized Curriculum:

- Claudia Babineau, ASD-East
- Elizabeth Kelly, ASD-North
- Julia Mawer, ASD-South
- Danielle Palmer, ASD-West
- Mike Richard, EECD (Assessment, Analysis, and Design)
- Colleen Simmonds, EECD (Learning and Achievement)

Outcomes included in this document are adapted from the *Atlantic Canada English Language Arts 7-9* and *Atlantic Canada English Language Arts High School* curriculum documents. Access these documents [here](#). Refer to the curriculum documents to view suggestions for teaching, learning, and assessing.

Background and Rationale

In response to the reduced learning time presented by COVID-19 school closures and the uncertainty of what the 2020-2021 year will bring, the Department of Education and Early Childhood Development (EECD) is releasing a prioritized curriculum for select high school courses. This document provides the prioritized curriculum for *English Language Arts 9-12* that will frame the learning expectations for learners and offer time for effective teaching practices.

A team of New Brunswick English Language Arts high school educators and Learning Specialists from EECD worked together to simplify the ELA curricular outcomes for the 2020-2021 school year. This prioritized curriculum aligns with the work completed for English Language Arts grades 6-8. This document has been posted on the dedicated [Team Site](#).

The outcomes presented in this document have been identified as the best representation of instructional outcomes to engage learners and contribute to student readiness for post-secondary education and/or future life pursuits.

This is only one of the necessary elements which will support learners in the province. Educators will also consider how to engage students in deep and meaningful ways within the framework of the new learning environments (online, blended, and/or face-to-face).

Year-End Achievement Standards

The *Reading and Viewing and Writing Achievement Standards* establish common learner expectations among educators and align with the outcomes presented in the *English Language Arts Grades 9-12 Prioritized Curriculum*. These standards address the question of how well learners should be able to read and write independently by the end of each grade level. When using the achievement standards, for either formative or summative purposes, with this prioritized curriculum, it is important to consider all elements of the standard and to give learners multiple opportunities to demonstrate their abilities.

Learners are not expected to have met the year-end standards by mid-year. Educators will use evidence of learning and professional judgement to determine if students are on target for meeting expectations by the end of the year. The standards documents and accompanying exemplars may be found on the [English Language Arts and Literacy Team Site](#) on the ONE.

English Language Arts 9

Students listen to, view, read, and discuss increasingly complex texts, representing a variety of voices, for enjoyment, learning and personal understanding, collaboratively and independently. They show increasing sophistication in selecting specific strategies to meet their needs as listeners/readers/viewers and text creators. They understand the learning processes and strategies work for them when creating a variety of texts.

A text is not just the written word—other examples include an oral story, a musical score, a piece of art, a mathematical equation, a dance, a chemical formula, a game, a network of linked web pages, an advertisement, a video, and an outfit.

1. Build understanding by listening to, reading, and viewing a range of spoken, written, and visual texts representing all voices

1.1 Explain how text creators use text features (e.g., eye contact, gestures, columns, graphics) to construct meaning for different purposes.

1.2 Independently use a range of listening/reading/viewing strategies (i.e., predicting, connecting, questioning, inferring) to make meaning of complex texts; use this understanding to improve fluency, confidence, and comprehension.

1.3 Refine research strategies to access and select information from a variety of sources.

2. Respond personally and critically to the works of authors, creators, illustrators, and speakers

2.1 Support responses to issues/themes found in texts by providing personal examples and textual evidence; consider multiple interpretations.

2.2 Critically analyze texts, with sensitivity, for: bias, relevance and reliability; portrayal of culture; and the influence of personal experience on creating meaning.

3. Speak, write and represent to learn about self, others, and the world

3.1 Ask questions to clarify, elaborate, qualify, and question relevance, accuracy, and validity; respond with sensitivity.

3.2 Explain and advocate points of view; support with evidence from a variety of sources.

3.3 Demonstrate the competent usage of a range of strategies to: explore their own thoughts and consider others' ideas; reflect on their feelings, values, and attitudes; identify bias; and identify problems and describe logical solutions.

4. Create texts, collaboratively and independently, for specific audiences and purposes

4.1 Continue to use, experiment with, and reflect on a variety of forms suiting audience and purpose.

4.2 Choose and apply the appropriate prewriting, drafting, revising, editing, proofreading, and presentation strategies when crafting texts.

English Language Arts 10

Students meet learning tasks by listening to, viewing, reading, and discussing increasingly complex texts, representing a variety of voices, for enjoyment, learning and personal understanding, collaboratively and independently. They show increasing sophistication in selecting specific strategies to meet their needs as listeners/readers/viewers and text creators. They understand the learning processes and strategies that work for them when creating a variety of texts.

A text is not just the written word—other examples include an oral story, a musical score, a piece of art, a mathematical equation, a dance, a chemical formula, a game, a network of linked web pages, an advertisement, a video, and an outfit.

1. Build understanding by listening to, reading, and viewing a range of spoken, written, and visual texts representing all voices

1.1 Demonstrate an understanding of the use of literary devices/media techniques (e.g., editing, symbolism, imagery, irony) on shaping the understanding of a text.

1.2 Independently use specific listening/reading/viewing strategies (e.g., reread/review text, consult another source, ask questions) for clarity; adjust reading and viewing rate according to purpose.

1.3 Systematically use research strategies to select, analyze, evaluate and integrate information.

2. Respond personally and critically to the works of authors, creators, illustrators, and speakers

2.1 Articulate responses to issues/themes by expressing and supporting points of view; citing appropriate evidence; and exploring multiple perspectives.

2.2 Respond critically to texts, with sensitivity, for: portrayal of genders, culture and socio-economic groups; how texts reveal ideologies, identities, and positions; and the relationship among language, topic, genre, purpose, context and audience.

3. Speak, write and represent to learn about self, others, and the world

3.1 Ask relevant questions to construct ideas about issues and respond with sensitivity to questions posed.

3.2 Present points of view, interpret responses, and take ideas into consideration when explaining a position.

3.3 Demonstrate competency in speaking/writing/representing to: extend ideas and experiences; reflect on feelings, values, and attitudes; and describe and evaluate learning processes and strategies.

4. Create texts, collaboratively and independently, for specific audiences and purposes

4.1 Demonstrate skills in constructing a range of texts by creating an organizing structure (e.g., form, style, content) appropriate to audience and purpose.

4.2 Demonstrate an awareness of processes and strategies that work for them when crafting texts.

English Language Arts 11

Students meet learning tasks by listening to, viewing, reading, and discussing increasingly complex texts, representing a variety of voices. They do this for enjoyment, learning and personal understanding while working collaboratively and independently. They show increasing sophistication in selecting strategies to meet their needs as listeners/readers/viewers and text creators, using reflection and self-assessment to understand what learning processes and strategies work for them.

A text is not just the written word—other examples include an oral story, a musical score, a piece of art, a mathematical equation, a dance, a chemical formula, a game, a network of linked web pages, an advertisement, a video, and an outfit.

1. Build understanding by listening to, reading, and viewing a range of spoken, written, and visual texts representing all voices

- 1.1 Articulate an understanding of the text creator’s purpose in relation to the impact of literary devices/media techniques on the listener/reader/viewer.
- 1.2 Demonstrate an understanding of and apply listening/reading/viewing strategies required to gain information from complex texts.
- 1.3 Select and synthesize appropriate information from a variety of sources.

2. Respond personally and critically to the works of authors, creators, illustrators, and speakers

- 2.1 Recognize and articulate how texts elicit personal responses.
- 2.2 Respond critically to complex texts, with sensitivity, for: social and cultural contexts; how texts reveal ideologies, identities, and positions; the relationship among language, topic, genre, purpose, content and audience; how the artful use of language and text structure can manipulate the listener/reader/viewer.

3. Speak, write and represent to learn about self, others, and the world

- 3.1 Ask perceptive/probing questions to explore ideas and gain information.
- 3.2 Address complex issues, present points of view backed by evidence, and modify, defend, or argue a position.
- 3.3 Demonstrate proficiency in speaking/writing/representing to personally explore, extend, and reflect on: a range of texts and issues; writing processes and strategies they use; their achievements as language users and learners; and basis for their feelings, values and attitudes.

4. Create texts, collaboratively and independently, for specific audiences and purposes

- 4.1 Construct increasingly complex texts using clear and coherent structure (e.g., form, style, content) to address the demands of different audiences and purposes.
- 4.2 Apply a variety of prewriting, drafting, revising, editing and proofreading strategies to create increasingly complex texts.

English Language Arts 12

Students meet learning needs by listening to, viewing, reading, and discussing a wide range of complex and sophisticated texts, representing a variety of voices. They do this for enjoyment, learning and personal understanding while working collaboratively and independently. They show sophistication in selecting specific strategies to meet their needs as listeners/readers/viewers and text creators. They use reflection and self-assessment to understand the learning processes and strategies that work for them when creating a variety of texts.

A text is not just the written word— other examples include an oral story, a musical score, a piece of art, a mathematical equation, a dance, a chemical formula, a game, a network of linked web pages, an advertisement, a video, and an outfit.

1. Build understanding by listening to, reading, and viewing a range of spoken, written, and visual texts representing all voices

1.1 Use a variety of listening/reading/viewing strategies to make meaning of complex and sophisticated texts.

1.2 Assess, select, synthesize, and research, in systematic ways, specific information.

2. Respond personally and critically to the works of authors, creators, illustrators, and speakers

2.1 Make informed personal responses to increasingly complex texts by: making text connections, interpreting ambiguities, and exploring diverse perspectives.

2.2 Respond critically to complex and sophisticated texts, with sensitivity, for: how texts reveal ideologies, identities, and positions; create notions of roles, behaviours, and reality; and how text features help create meaning.

3. Speak, write and represent to learn about self, others, and the world

3.1 Ask discriminating questions to acquire, interpret, analyze, and evaluate ideas and information.

3.2 Articulate, advocate, and justify positions on an issue or text showing an understanding of multiple perspectives.

3.3 Demonstrate proficiency in speaking/writing/representing to explore, extend, and reflect: on challenging texts and issues; the writing processes and strategies they use; their achievements as language users and learners; and the basis for their feelings, values and attitudes.

4. Create texts, collaboratively and independently, for specific audiences and purposes

4.1 Produce texts characterized by increasing complexity of thought, structure and conventions; make critical choices of form/style to address increasingly complex purposes and audiences.

4.2 Apply knowledge of prewriting, drafting, revising, editing and proofreading strategies that work effectively for them when creating complex texts.