**English 12 Curriculum (abbreviated)**

**Big Ideas**

The exploration of text and story deepens our understanding of diverse, complex ideas about 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.

Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens.

The examination of First Peoples cultures and lived experiences through text builds understanding of Canadians’ responsibilities in relation to Reconciliation.

**Using oral, written, visual, and digital texts, students are expected individually and collaboratively to be able to:**

**Comprehend and connect (reading, listening, viewing)**

* Read for enjoyment and to achieve personal goals
* Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view
* Recognize the diversity within and across First Peoples societies as represented in texts
* Recognize the influence of land/place in First Peoples and other Canadian texts
* Use information for diverse purposes and from a variety of sources
* Evaluate the relevance, accuracy, and reliability of texts
* Select and apply appropriate strategies in a variety of contexts to comprehend written, oral, visual, and multimodal texts, to guide inquiry, and to extend thinking
* Understand and appreciate how different forms, formats, structures, and features of texts reflect a variety of purposes, audiences, and messages
* Think critically, creatively, and reflectively to analyze ideas within, between, and beyond texts
* Recognize and identify personal, social, and cultural contexts, values, and perspectives in texts, including gender, sexual orientation, and socio-economic factors
* Appreciate and understand how language constructs personal, social, and cultural identities
* Construct meaningful personal connections between self, text, and world
* Evaluate how literary elements, techniques, and devices enhance and shape meaning and impact
* Recognize an increasing range of text structures and how they contribute to meaning
* Identify bias, contradictions, distortions, and omissions

**Create and communicate (writing, speaking, representing)**

* Respectfully exchange ideas and viewpoints from diverse perspectives to build shared understanding and extend thinking
* Respond to text in personal, creative, and critical ways
* Demonstrate appropriate speaking and listening skills in a variety of formal and informal contexts for a range of purposes
* Use writing and design processes to plan, develop, and create engaging and meaningful texts for a variety of purposes and audiences
* Express and support an opinion with evidence
* Assess and refine texts to improve their clarity, effectiveness, and impact
* Use the conventions of Canadian spelling, grammar, and punctuation proficiently and as appropriate to the context
* Use acknowledgements and citations to recognize intellectual property rights
* Transform ideas and information to create original texts, using various genres, forms, structures, and styles.

# Communication

## The Communication Core Competency has two interrelated sub-competencies:

### [Communicating](https://curriculum.gov.bc.ca/competencies/communication/communicating)

Communicating encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas; to explore the world around them; and to understand and effectively use communication forms, strategies, and technologies. Communicating provides a bridge between peoples’ learning, their personal and social identity, and the world in which they interact.

People who communicate effectively use their skills and strategies intentionally to ensure understanding their audience. They communicate in an increasing variety of contexts, for a variety of purposes, and often with multiple audiences.

### [Collaborating](https://curriculum.gov.bc.ca/competencies/communication/collaborating)

Collaborating involves the skills, strategies, and dispositions that people use to work together to pursue common purposes and accomplish common goals.

People who collaborate effectively recognize how combining others’ perspectives, strategies, and efforts with their own enhances collective understanding, use, and impact. They value the contributions of group members, interact supportively and effectively using inclusive practices, and strive for shared commitment and mutual benefit.

# Thinking

## The Thinking Core Competency has two interrelated sub-competencies:

### [Creative Thinking](https://curriculum.gov.bc.ca/competencies/thinking/creative-thinking)

Creative Thinking involves the generation of ideas and concepts that are novel and innovative in the context in which they are generated, reflection on their value to the individual or others, and the development of chosen ideas and concepts from thought to reality.

People who think creatively are curious and open-minded, have a sense of wonder and joy in learning, demonstrate a willingness to think divergently, and are comfortable with complexity. A creative thinker reflects on existing ideas and concepts; uses imagination, inventiveness, resourcefulness, and flexibility; and is willing to take risks to go beyond existing knowledge.

### [Critical and Reflective Thinking](https://curriculum.gov.bc.ca/competencies/thinking/critical-and-reflective-thinking)

Critical and Reflective Thinking encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions.

People who think critically and reflectively are analytical and investigative, willing to question and challenge their own thoughts, ideas, and assumptions and challenge those of others. They reflect on the information they receive through observation, experience, and other forms of communication to solve problems, design products, understand events, and address issues. A critical thinker uses their ideas, experiences, and reflections to set goals, make judgments, and refine their thinking.

# Personal and Social

The Personal and Social Core Competency has three interrelated sub-competencies:

### [Personal Awareness and Responsibility](https://curriculum.gov.bc.ca/competencies/personal-and-social/personal-awareness-and-responsibility)

Personal Awareness and Responsibility involves understanding the connections between personal and social behaviour and well-being; it encourages people to make constructive and ethical decisions and act on them.

People who are personally aware and responsible demonstrate self-respect, persevere in difficult situations, and exercise responsibility. They understand that there are consequences for their decisions and actions. A personally aware and responsible individual takes steps to ensure their well-being, sets goals and monitors progress, regulates emotions and manages stress, and recognizes and advocates for their own rights.

### [Positive Personal and Cultural Identity](https://curriculum.gov.bc.ca/competencies/personal-and-social/positive-personal-and-cultural-identity)

Positive Personal and Cultural Identity involves the awareness, understanding, and appreciation of the factors that contribute to a healthy sense of oneself; it includes knowledge of one’s family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society.

People who have a positive personal and cultural identity value their personal and cultural narratives and understand how these shape their identity. They exhibit a sense of self-worth, self-awareness, and positive identity to become confident individuals who take satisfaction in who they are and what they can do. They contribute to their own well-being and to the well-being of their family, community, and society.

### [Social Awareness and Responsibility](https://curriculum.gov.bc.ca/competencies/personal-and-social/social-awareness-and-responsibility)

Social Awareness and Responsibility involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways.

People who are socially aware and responsible contribute to the well-being of their social and physical environments. They support the development of welcoming and inclusive communities, where people feel safe and have a sense of belonging.

A socially aware and responsible individual contributes positively to their family, community, and environment; empathizes with others and appreciates their perspectives; resolves problems peacefully; and develops and sustains healthy relationships.

In order to develop their competence with language and communication the students will be required to produce a variety of assignments.