

## Program Content

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The content for this competency comprises a repertoire of texts, production processes and integrated units of study.

### Repertoire of Texts

Over each year of the program, spoken, written, visual and media texts must be equally represented in the student's Integrated Profile. The texts they produce represent many of the ways texts function in the real world, e.g.

personal texts used to make sense of our experiences and information-based texts to “get things done” and to improve the quality of our personal and working lives. There is a connection to the talk and reading competencies in that the texts the students are producing are relevant to their own inquiries, presentations, readings, etc. However, since this program is about literacy for life, they also have opportunities to produce texts that are personally enriching. For this reason, their interest and choice are of utmost importance.

### Types of Texts

**Personal texts:** such as multimodal journals, informal notes, lists, plans, letters.

These are personal texts used to make sense of one's world, to explore experiences, to clarify ideas, to make sense of relationships, to express our feelings, and to make discoveries about self and the world, e.g. in a personal journal. These texts are often private and personal, and the reader is usually the student her/himself. For these reasons, texts in this category often comprise powerful experiences of the importance of literacy in one's life. As such, they are not subjected to marking or correction procedures by the teacher, and rarely go beyond a first draft, unless the student decides to share her/his productions.

**Narrative texts:** such as poetry, stories and anecdotes.

These are usually personal texts that focus on telling a story that emerges out of the students' experiences.

**Information-based texts:**

- Planning texts such as Web sites, graphic organizers, storyboards, record of research/information, surveys
- Texts that report, such as covering letters for job applications, requests for information, Web pages
- Texts that persuade and/or argue, such as a Microsoft® PowerPoint® presentation of an ideal/product, signs, petitions, a digital or multimodal portfolio used as a résumé

These are texts that are used “to get things done.” They are the texts we encounter most often in our working and daily lives. They allow us to communicate our ideas and thoughts to others. These texts are used to plan, inform, explain, clarify, instruct and persuade. The information you choose to provide and how you organize and present it has an impact on how your reader understands what it is that you intend to communicate.

## Production Process

Production is a process, whether we are writing a letter or creating a mini documentary. Students start by following a given production process that they gradually learn to apply in a recursive, nonlinear fashion as they produce texts over the three years of this program. Although not all productions will go to the final phase of a published text, it is important for students to have frequent opportunities to draft, revise, edit and publish their work for both a familiar and wider, but known, audience. Elements of collaborative learning are essential for success since the majority of the texts that they produce in this program require them to work as a member of a production team.

- Planning
  - ✓ Immerses self in genre to be produced, e.g. consults several examples as models, discusses specific structures and features, notes decisions made by producer to shape text and affect an audience, e.g. use of voice-over, different photo angles, layout and language of an effective CV
  - ✓ Considers needs and characteristics of audience for own production
  - ✓ Uses strategies to work out ideas and to draft, e.g. brainstorm, maps or storyboards ideas
- Production
  - ✓ Constructs a first draft/outline, e.g. script, storyboard
  - ✓ Incorporates images, symbols, signs, logos, sounds, and/or words to communicate meaning or message, e.g. photos, digital images, clip-art, drawings, videos
  - ✓ Uses available technologies in order to construct own texts
  - ✓ Chooses most suitable ICT for production/publishing of specific texts, e.g. chooses software to put together a class anthology of short stories dealing with the lives of teens or to create a short documentary about homeless young people

## Revises/Edits

- Revises/Edits
  - ✓ Reviews texts produced in order to focus on meaning/message
  - ✓ Does initial revision/edit; seeking feedback from peers, teacher
  - ✓ Calls on human and material resources, such as spell check, for final edit of written texts
- Presents text to intended audience
  - ✓ Decides how to present text given her/his purpose(s), intention(s) and the needs of her/his audience, e.g. Microsoft® PowerPoint®, multimedia projector presentations, photo story, posters and discussions, publications such as a class magazine
- Self-evaluates
  - ✓ Presents work appropriately and with regard for impact on intended audience, e.g. knows that a résumé must include correct spelling
  - ✓ Reflects on production process, e.g. discusses techniques and strategies used, reasons for production decisions
  - ✓ Evaluates, with group or individually, the text produced
  - ✓ Maintains, organizes and shares an Integrated Profile that includes representations of her/his productions
  - ✓ Sets attainable individual goals for future productions, based on experiences and reflection

## Integrated Units of Study

The integrated units may be repeated throughout the cycle using different topics, themes, text types, etc. The focus in these units is one that encourages the students to participate in integrated and interdisciplinary projects that connect to their lives and in which various forms of production are used. In this way, competency develops in contexts that are authentic, interesting and varied. These units do not need to be presented in the order in which they appear in this document. As well, teachers and students are encouraged to build other units of study that reflect the unique interests and needs of the class.

### UNIT A: Produces Media or Multimedia Texts as a Member of a Production Team

In order for young people to read the texts they encounter in their daily lives with some degree of critical thinking, they need repeated opportunities to produce these kinds of texts, since it is in production that students discover “how texts work.” As well, through the production of the media texts in this unit, they develop an awareness of the constructed nature of all texts, i.e. the way that they represent reality. In this unit, the knowledge of various media is used to solve problems, to communicate and to produce texts. (See also broad areas of learning: Media Literacy) Please note that the activities in each part of this process appear to be ordered in a hierarchical fashion; however, although Preproduction clearly comes before actual Production, the activities in each part of the process are recursive. Some examples of media or multimedia texts are: Web pages, comic books, public service announcements, posters.

#### Preproduction

- Collaborates with peers to script and produce media texts (see Competency 1 Uses language/talk to communicate and to learn)
- Reads, discusses and deconstructs familiar media texts to increase awareness of the view of the world presented in a text, and how that is achieved, e.g. the way teens are represented in popular magazines or TV sitcoms
- ✓ Examines how texts are constructed and their social purpose, e.g. relationship between image and print in a poster

- ✓ Draws on prior experiences with media texts from daily life to deconstruct them, e.g. features of a print advertisement
- ✓ Identifies how the producer shaped the text for the target audience as a means of learning how s/he, as a producer, might do the same thing

#### Production

- Plans and constructs a storyboard
- Uses a production process to develop texts
- ✓ Accesses media resources to define, investigate and represent questions, issues and problems
- ✓ Uses strategies for recording findings, e.g. audio taping interviews
- ✓ Observes, identifies and discusses features of audiovisual text, such as camera angles, transitions (e.g. fade, dissolve, cut) variation in font, font size, different sounds
- ✓ Represents own experiences and those of communities, e.g. creates a magazine that represents how they see themselves, their interests, concerns, etc.
- ✓ Uses appropriate technology, such as camera, video editing to construct own text
- ✓ Develops skills for working with media equipment, e.g. graphic elements

#### Postproduction

- Presents text with team members to class
- Discusses experiences as a producer with class members: reflects on the process, evaluates what worked well and/or what they might have done differently, etc.

## UNIT B: Produces a Multimodal Journal

The student produces her/his journal in order to explore the role of reflective texts in people's lives. Please note that the specific activities in each part of this process appear to be ordered in a hierarchical fashion; however, although Preproduction clearly comes before actual Production, the specifics in each part of the process are recursive, e.g. students might research journals even after they have started their own journals.

### Preproduction

- Interacts with peers and teacher to explore the use of journals in people's lives by collecting data, e.g. visits a local bookstore to examine published journals, interviews people who keep a journal, uses the Internet to examine photo journals, blogs (see Competency 1: Uses language/talk to communicate and to learn)
- Examines journals produced by individuals which demonstrate a range of different features, e.g. combines images and print; written as letters to the self; used by a writer / film producer, written in another era, etc.
- Examines visual impact of fonts, typefaces, colour, illustrations in journals upon self as reader
- Compares and contrasts journals used at work with personal journals in order to expand upon concept of journal in people's lives. For example, doctors, sports journalists and war correspondents all keep journals
- Considers issues of privacy as these relate to journals, e.g. Should Anne Franks' father have published his daughter's personal journal?
- Examines how the journal has been adapted to modern technology by searching the Internet for photojournals, blogs, etc. and examining videos and films that incorporate the journal concept into the story being told

### Production

- Produces a journal in relation to own interests and understanding about the use of journals in people's lives, e.g. a journal of a fictitious, literary or real person during a particular time in their life; a war correspondent's journal, drawing on own research of a specific period; journal of a superstar; etc.

### Postproduction

- Adapts journal for use in own life and/or considers possible ways of using journal in own life at some future time

## UNIT C: Produces an Employability Portfolio

Before entering the workplace, students must have opportunities to explore different ways of presenting themselves to prospective employers. In order to produce an Employability Portfolio that highlights individual strengths, they must be able to draw on their understanding of the characteristics and expectations of this audience. Please note that the specific activities in each part of this process appear to be ordered in a hierarchical fashion; however, although Preproduction clearly comes before actual Production, the specifics in each part of the process are recursive, e.g. students may revise their portfolios at any point in this process.

### Preproduction

- Develops a sense of what kind of work s/he is interested in through a range of inquiry activities:
  - ✓ interviews or listens to people from different careers and prospective employers
  - ✓ participates in community service, for example, see the program Autonomy and Social Participation
  - ✓ explores different professions, for example, see the program Introduction to the World of Work
  - ✓ conducts research, e.g. Internet, writing for information
  - ✓ engages in discussions with peers, teachers, parents, other informed adults such as community leaders, employers
  - ✓ discusses TV shows that feature people who do different types of work
  - ✓ reads popular culture magazines of different professions such as car mechanics, robotics

### Production

- Plans and drafts portfolio
- Characterizes audience for the portfolio and expectations of that audience, e.g. clear focus, correct use of language, creativity
- Draws from publications such as *Employability 2000+* and the cross-curricular competencies to identify skills, attitudes and behaviours required to enter the world of work, e.g. communication, problem solving, positive attitudes and behaviours, adaptability, working with others, as well as science, technology and mathematics skills
- Decides on format for portfolio, e.g. a Web page, a CV or résumé, a combination such as résumé, Web page and CDs
- Collects and organizes artifacts from integrated portfolio that could be part of this portfolio, e.g. video productions
- Determines how best to highlight cross-curricular learning
- Selects and organizes artifacts, e.g. evidence of teamwork, finished products, relevant material from other disciplines

### Postproduction

- Presents portfolio to peers, teacher and other informed adults for feedback
- Talks about the development in regular conferences with peers and teacher
- Talks about the reasons for the selections s/he has made, e.g. what they tell about her/him
- Talks about self-monitoring strategies that are relevant to workplace, e.g. how to meet deadlines, how to negotiate within a group, making good use of her/his personal resources
- Revises portfolio