

Correlation of Gage Learning *Passages12 Student Book* with Atlantic Canada English Language Arts Curriculum for Grade 12

Note: correlation to student material only. Correlation to Teacher’s Guide material is currently underway.

Specific Outcomes	Communication (Unit 1)	Genre Focus (Unit 2)	Personal Focus (Unit 3)	Popular Culture (Unit 4)	Technology and Science (Unit 5)	Issues (Unit 6)
<i>Speaking and Listening</i>						
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	S: 13, 35, 39, 42, 44, 52	S: 55, 56, 58, 62–63, 75, 77, 82, 83, 97–98	S: 100, 106, 107, 113, 116, 117, 119, 126, 132, 133, 146	S: 150, 152, 157, 161, 165, 167, 176, 178, 187, 196	S: 198, 203, 205, 211, 213, 214, 223, 227, 233, 240, 246	S: 260, 262, 274–275, 277, 279, 282–283, 293, 294, 302
• ask discriminating questions to acquire, interpret, analyse, and evaluate ideas and information	S: 13, 29, 39, 42, 44, 46, 49, 52	S: 55, 58, 63, 66, 75, 77, 82, 97–98	S: 106, 113, 116, 119, 126, 132, 146	S: 152, 157, 161, 165, 167, 169, 176, 178, 187, 196	S: 198, 203, 205, 211, 213, 223, 227, 240, 246	S: 260, 262, 274–275, 277, 279, 282–283, 293, 302
• articulate, advocate, and justify positions on an issue or text in a convincing manner, showing an understanding of a range of viewpoints	S: 13, 28–29, 35, 39, 42, 44, 46, 49	S: 55, 58, 63, 75, 77, 78, 82, 83, 97–98	S: 100, 106, 113, 116, 117, 119, 120, 126, 132, 133, 146	S: 150, 152, 157, 161, 165, 167, 176, 178, 187	S: 198, 203, 205, 211, 213, 214, 223, 224, 227, 240, 246	S: 260, 262, 263, 274–275, 277, 279, 282–283, 293, 302
• listen critically to analyse and evaluate concepts, ideas, and information	S: 13, 33, 35, 39, 42, 44, 46, 49, 52	S: 55, 56, 58, 63, 67, 75, 77, 82, 83, 94, 97–98	S: 100, 106, 113, 116, 117, 119, 126, 127, 132, 133, 146	S: 150, 152, 157, 161, 165, 167, 176, 178, 187, 188	S: 198, 203, 205, 211, 213, 214, 223, 227, 233, 234, 240, 246	S: 260, 262, 274–275, 277, 279, 282, 293, 294, 302
Students will be expected to communicate information and ideas effectively and clearly, and to respond personally and critically.						
• interact in both leadership and support roles in a range of situations, some of which are characterized by complexity of purpose, procedure, and subject matter	S: 13, 35, 42, 46, 52	S: 55, 58, 63, 75, 82, 97	S: 126, 127	S: 157, 161, 176, 178, 187	S: 205, 211, 223, 227, 246	S: 260, 262, 275, 277, 279, 293, 302

Specific Outcomes	Communication (Unit 1)	Genre Focus (Unit 2)	Personal Focus (Unit 3)	Popular Culture (Unit 4)	Technology and Science (Unit 5)	Issues (Unit 6)
<ul style="list-style-type: none"> • adapt language and delivery for a variety of audiences and purposes in informal and formal contexts, some of which are characterized by complexity of purpose, procedure, and subject matter 	S: 13, 28–29, 32, 33, 35, 39, 42, 44, 46, 49, 52	S: 55, 56, 58, 63, 67, 75, 77, 83, 87, 82, 94, 97–98	S: 100, 106, 113, 116, 117, 119, 120, 126, 127, 129, 132, 133, 146	S: 150, 152, 157, 161, 165, 167, 176, 178, 187, 188, 196	S: 198, 203, 205, 211, 213, 214, 219, 223, 227, 234, 240, 246	S: 260, 262, 274–275, 277, 279, 282–283, 290, 293, 294, 302

Specific Outcomes	Communication (Unit 1)	Genre Focus (Unit 2)	Personal Focus (Unit 3)	Popular Culture (Unit 4)	Technology and Science (Unit 5)	Issues (Unit 6)
<ul style="list-style-type: none"> • respond to a wide range of complex questions and directions 	S: 10, 12–13, 28–29, 30, 32, 33, 35, 39, 42, 44, 46, 49, 52	S: 55, 56, 57–58, 62–63, 66, 75, 77, 78, 82, 93, 94, 97–98	S: 100, 106, 111, 113, 116, 117, 119, 120, 126, 127, 129, 131, 132, 133, 142–143, 146, 148	S: 150, 152, 153, 157, 161, 165, 167, 169, 170, 171, 176, 178, 186–187, 188, 196	S: 198, 203, 205, 211, 213, 214, 219, 220, 223, 224, 227, 233, 234, 240, 245–246	S: 249, 259–260, 262, 263, 274–275, 277, 279, 282–283, 290, 293, 302
<ul style="list-style-type: none"> • reflect critically on and evaluate their own and others’ uses of language in a range of contexts, recognizing elements of verbal and non-verbal messages that produce powerful communication 	S: 12–13, 28–29, 32, 35, 39, 42, 44, 46, 49, 50, 52	S: 55, 58, 63, 66, 75, 77, 82, 93, 97–98	S: 106, 111, 113, 116, 119, 126, 129, 131, 132, 142–143, 146, 148	S: 152, 157, 161, 165, 167, 170, 171, 176, 178, 186–187, 196	S: 203, 205, 211, 213, 219, 223, 227, 233, 240, 246	S: 249, 259–260, 262, 274–275, 277, 279, 282–283, 290, 293, 302
Students will be expected to interact with sensitivity and respect, considering the situation, audience, and purpose.						
<ul style="list-style-type: none"> • consistently demonstrate active listening and concern for the needs, rights, and feelings of others 	S: 13, 28–29, 33, 35, 39, 42, 44	S: 55, 56, 58, 62–63, 67, 75, 77, 82, 83, 94, 97–98	S: 100, 106, 113, 116, 117, 119, 126, 127, 132, 133, 146	S: 150, 152, 157, 161, 165, 167, 176, 178, 187, 188, 196	S: 198, 203, 205, 211, 213, 214, 223, 227, 233, 234, 240, 246	S: 260, 262, 274–275, 277, 279, 282, 290, 293, 294, 302
<ul style="list-style-type: none"> • demonstrate how spoken language influences and manipulates, and reveals ideas, values, and attitudes 	S: 13, 29, 39, 42, 46, 49, 52	S: 58, 63, 75, 82, 97–98	S: 113, 116, 126, 132	S: 152, 161, 167, 171, 176, 178, 186–187	S: 203, 205, 211, 223, 240, 246	S: 260, 262, 275, 277, 279, 282–283, 293, 302
<ul style="list-style-type: none"> • address the demands of a variety of speaking situations, making critical language choices, especially of tone and style – express individual voice, enabling them to remain engaged, but be able to determine whether they will express themselves or remain silent 	S: 13, 29, 33, 35, 42, 46, 49, 52	S: 56, 67, 75, 82, 83, 94, 97	S: 100, 113, 116, 117, 119, 126, 127, 132, 133	S: 150, 152, 161, 167, 176, 178, 187, 188	S: 198, 203, 205, 211, 214, 223, 227, 234, 240, 246	S: 260, 262, 275, 277, 279, 283, 293, 294, 302

Specific Outcomes	Communication (Unit 1)	Genre Focus (Unit 2)	Personal Focus (Unit 3)	Popular Culture (Unit 4)	Technology and Science (Unit 5)	Issues (Unit 6)
<i>Reading and Viewing</i>						
Students will be expected to select, read, and view with understanding a range of literature, information, media, and visual texts.						
• select texts to support their learning needs and range of special interests	S: 13, 32, 39, 42, 46, 49	S: 55, 58, 62–63, 82, 93, 98	S: 111, 116, 126, 127, 129, 131, 143, 146, 148	S: 152, 157, 165, 167, 176, 187, 188, 196	S: 205, 211, 213, 219, 220, 223, 226, 233, 240, 246	S: 249, 275, 277, 283, 290, 293, 302
• read widely and experience a variety of literary genres and modes from different provinces and countries, and world literature from different literary periods	S: 12–13, 28–29, 32, 35, 39, 42, 44, 46, 49, 52	S: 55, 57–58, 62–63, 66, 75, 77, 82, 93, 97–98	S: 106, 111, 113, 116, 119, 126, 129, 131, 132, 142–143, 146, 148	S: 152, 157, 161, 165, 167, 170, 171, 176, 178, 186–187, 196	S: 203, 205, 211, 213, 219, 223, 227, 233, 240, 245–246	S: 249, 259–260, 262, 274–275, 277, 279, 282–283, 290, 293, 302
• articulate their understanding of ways in which information texts are constructed for particular purposes	S: 13, 29, 32, 35, 39, 42, 44, 46, 49, 52	S: 55, 57–58, 62–63, 66, 75, 77, 82, 93, 97–98	S: 106, 111, 113, 116, 119, 126, 129, 131, 132, 142–143, 148	S: 152, 157, 161, 165, 167, 170, 171, 176, 178, 179, 186–187, 196	S: 203, 205, 211, 213, 219, 223, 227, 233, 240,	S: 249, 259–260, 262, 274–275, 277, 279, 282–283, 290, 293, 302
• use the cueing systems and a variety of strategies to construct meaning in reading and viewing complex and sophisticated print and media texts	S: 13, 29, 32, 35, 39, 42, 44, 46, 49, 52	S: 55, 57–58, 62–63, 66, 75, 77, 82, 93, 97–98	S: 106, 111, 113, 116, 119, 126, 129, 131, 132, 142, 146, 148	S: 152, 153, 157, 161, 165, 167, 170, 172, 176, 178, 179, 186–187, 196	S: 203, 205, 211, 213, 219, 223, 224, 227, 233, 240, 245–246	S: 249, 259–260, 262, 274–275, 277, 279, 282–283, 290, 293, 302
• articulate their own process and strategies in exploring, interpreting, and reflecting on sophisticated texts and tasks	S: 13, 28–29, 32, 35, 39, 42, 44, 46, 49, 52	S: 55, 58, 62–63, 66, 75, 78, 82, 98	S: 106, 111, 113, 116, 119, 129, 131, 143, 146	S: 152, 153, 157, 161, 165, 167, 176, 178, 187, 196	S: 203, 205, 223, 224, 246	S: 260, 262, 263, 275, 277, 283, 302
Students will be expected to interpret, select, and combine information, using a variety of strategies, resources, and technologies.						
• access, select, and research, in systematic ways, specific information to meet personal and individual learning needs – use the electronic network and other sources of information, in ways characterized by complexity of purpose,	S: 13, 29, 32, 39, 42, 46, 49	S: 63, 82, 93, 98	S: 111, 116, 127, 129, 131, 143, 146, 148	S: 152, 165, 167, 176, 187, 188, 196	S: 205, 211, 213, 219, 220, 223, 233, 246	S: 249, 275, 277, 283, 290, 293, 302

Specific Outcomes	Communication (Unit 1)	Genre Focus (Unit 2)	Personal Focus (Unit 3)	Popular Culture (Unit 4)	Technology and Science (Unit 5)	Issues (Unit 6)
procedure, or subject matter – evaluate their research process						

Specific Outcomes	Communication (Unit 1)	Genre Focus (Unit 2)	Personal Focus (Unit 3)	Popular Culture (Unit 4)	Technology and Science (Unit 5)	Issues (Unit 6)
Students will be expected to respond personally to a range of texts.						
<ul style="list-style-type: none"> • 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 	S: 10, 12–13, 28–29, 30, 32, 33, 35, 39, 42, 44, 46, 49, 52	S: 55, 56, 57–58, 62–63, 66, 75, 77, 78, 82, 93, 94, 97	S: 100, 106, 111, 113, 116, 117, 119, 120, 126, 127, 132, 133, 142–143, 146, 148	S: 150, 153, 157, 161, 165, 167, 169, 170, 176, 178, 186–187, 196	S: 198, 203, 205, 211, 213, 214, 219, 220, 223, 224, 227, 233, 234, 240, 245–246	S: 249, 259–260, 262, 263, 274–275, 277, 279, 282–283, 290, 293, 302
<ul style="list-style-type: none"> • articulate and justify points of view about texts and text elements – interpret ambiguities in complex and sophisticated texts 	S: 12–13, 28–29, 32, 35, 39, 42, 44, 46, 49, 52	S: 55, 57–58, 62–63, 66, 75, 77, 78, 82, 93, 97–98	S: 100, 106, 111, 113, 116, 119, 126, 131, 132, 133, 142, 148	S: 152, 153, 157, 161, 165, 167, 170, 171, 176, 178, 186–187, 196	S: 203, 205, 211, 213, 219, 223, 224, 227, 233, 240, 245–246	S: 249, 259–260, 262, 274–275, 277, 279, 282–283, 290, 293, 302
Students will be expected to respond critically to a range of texts, applying their understanding of languages, form, and genre.						
<ul style="list-style-type: none"> • critically evaluate the information they access 	S: 12–13, 28–29, 32, 35, 39, 42, 44, 46, 49, 52	S: 55, 57–58, 62–63, 66, 75, 77, 82, 93, 97–98	S: 106, 111, 113, 116, 119, 126, 127, 129, 131, 132, 142–143, 146, 148	S: 152, 157, 161, 165, 167, 170, 171, 176, 178, 186–187, 196	S: 203, 205, 211, 213, 219, 223, 227, 233, 240, 245–246	S: 249, 259–260, 262, 274–275, 277, 279, 282–283, 290, 293, 302

Specific Outcomes	Communication (Unit 1)	Genre Focus (Unit 2)	Personal Focus (Unit 3)	Popular Culture (Unit 4)	Technology and Science (Unit 5)	Issues (Unit 6)
<ul style="list-style-type: none"> • show the relationships among language, topic, purpose, context, and audience – note the relationships of specific elements of a particular text to elements of other texts – describe, discuss, and evaluate the language, ideas, and other significant characteristics of a variety of texts and genres 	S: 12–13, 29, 32, 35, 39, 42, 46, 49, 52	S: 55, 57–58, 63, 66, 75, 77, 82, 93, 98	S: 106, 111, 113, 116, 119, 126, 129, 131, 132, 142, 148	S: 152, 153, 157, 161, 165, 167, 170, 171, 176, 178, 179, 186–187, 196	S: 203, 205, 211, 213, 219, 223, 227, 233, 240, 245–246	S: 249, 259–260, 262, 274–275, 277, 279, 282–283, 290, 293, 302

Specific Outcomes	Communication (Unit 1)	Genre Focus (Unit 2)	Personal Focus (Unit 3)	Popular Culture (Unit 4)	Technology and Science (Unit 5)	Issues (Unit 6)
<ul style="list-style-type: none"> • respond critically to complex and sophisticated texts <ul style="list-style-type: none"> – examine how texts work to reveal and produce ideologies, identities, and positions – examine how media texts construct notions of roles, behaviour, culture, and reality – examine how textual features help a reader and viewer to create meaning of the texts 	S: 28, 30, 35, 39, 42, 46	S: 55, 63, 77, 93, 97–98	S: 100, 106, 111, 113, 116, 132, 133, 142–143	S: 161, 170, 171, 178, 186–187, 196	S: 203, 205, 211, 219, 223, 227, 233, 240, 245–246	S: 249, 259–260, 262, 263, 274–275, 279, 282–283, 290, 293, 302

Writing and Other Ways of Representing

Students will be expected to use writing and other ways of representing to explore, clarify, and reflect their thoughts, feelings, experiences, and learning; and to use their imagination.						
<ul style="list-style-type: none"> • use writing and other ways of representing to explore, extend, and reflect on <ul style="list-style-type: none"> – their experiences with and insights into challenging texts and issues – the writing processes and strategies they use – their achievements as language users and learners – the basis for their feelings, values, and attitudes 	S: 10, 12–13, 28–29, 30, 32, 33, 35, 39, 42, 44, 46, 49, 52	S: 55, 56, 58, 62–63, 66, 75, 77, 78, 82, 93, 94, 98	S: 100, 106, 111, 113, 116, 117, 119, 120, 126, 127, 129, 133, 142–143, 146, 148	S: 150, 152, 157, 161, 165, 167, 170, 176, 178, 186–187, 196	S: 198, 203, 205, 211, 213, 214, 219, 220, 223, 227, 233, 224, 234, 240, 245–246	S: 249, 259–260, 262, 263, 274–275, 277, 279, 282–283, 290, 293, 302
<ul style="list-style-type: none"> • use note-making strategies to reconstruct increasingly complex knowledge <ul style="list-style-type: none"> – explore the use of photographs, diagrams, storyboards, etc., in documenting experiences 	S: 10, 29, 40, 42, 44, 46, 49	S: 55, 58, 63, 82, 97	S: 119, 126, 131, 152	S: 152, 153, 161, 165, 167, 170, 187	S: 203, 205, 213, 223, 224, 226, 240, 246	S: 260, 262, 274–275, 277, 283, 302

Specific Outcomes	Communication (Unit 1)	Genre Focus (Unit 2)	Personal Focus (Unit 3)	Popular Culture (Unit 4)	Technology and Science (Unit 5)	Issues (Unit 6)
• make effective choices of language and techniques to enhance the impact of imaginative writing and other ways of representing	S: 13, 28–29, 32, 35, 39, 42, 44, 46, 49, 52	S: 55, 58, 62–63, 66, 75, 82, 98	S: 111, 113, 116, 119, 129, 131, 143, 146, 148	S: 152, 157, 165, 167, 176, 178, 187, 196	S: 203, 205, 211, 213, 219, 223, 233, 240, 246	S: 249, 259–260, 262, 274–275, 277, 279, 283, 290, 293, 302
Students will be expected to create texts collaboratively and independently, using a variety of forms for a range of audiences and purposes.						
• produce writing and other forms of representation characterized by increasing complexity of thought, structure, and conventions	S: 10, 12–13, 28–29, 30, 32, 33, 35, 39, 42, 44, 46, 49, 52	S: 55, 56, 58, 62–63, 66, 75, 77, 78, 82, 94, 98 T	S: 100, 106, 111, 113, 116, 117, 119, 120, 126, 127, 129, 131, 133, 143, 146, 148	S: 150, 152, 157, 161, 165, 167, 176, 178, 187, 196	S: 198, 203, 205, 211, 213, 214, 219, 220, 223, 224, 227, 233, 234, 240, 246	S: 249, 259–260, 262, 263, 274–275, 277, 279, 282–283, 290, 293, 302
• demonstrate an understanding of the ways in which the construction of texts can create, enhance, or control meaning – make critical choices of form, style, and content to address increasingly complex demands of different purposes and audiences	S: 12–13, 29, 32, 35, 39, 42, 44, 46, 49, 52	S: 55, 58, 62–63, 66, 75, 78, 82, 98	S: 111, 113, 116, 119, 120, 129, 131, 143, 146, 148	S: 152, 153, 157, 161, 165, 167, 171, 176, 178, 179, 187, 196	S: 203, 205, 211, 213, 219, 223, 224, 227, 233, 240, 246	S: 249, 259–260, 262, 274–275, 277, 279, 283, 290, 293, 302
• evaluate the responses of others to their writing and media production	S: 13, 35, 46, 49, 52	S: 58, 63	S: 111, 116, 146	S: 152, 167, 176, 187	S: 203, 223, 240	S: 260, 262, 275, 277, 283, 293, 302
Students will be expected to use a range of strategies to develop effective writing and other ways of representing, and to enhance clarity, precision, and effectiveness.						
• apply their knowledge of what strategies are effective for them as creators of various writing and other representations	S: 28–29, 32, 39, 44, 46, 49, 52	S: 55, 58, 62–63, 66, 75, 78, 82, 98	S: 111, 113, 116, 119, 120, 129, 131, 143, 146, 148	S: 152, 157, 165, 167, 176, 178, 187, 196	S: 203, 205, 211, 213, 219, 223, 233, 240, 246	S: 249, 259–260, 262, 274–275, 277, 279, 283, 290, 293, 302
• use the conventions of written language accurately and consistently in final products	S: 10, 12–13, 28–29, 30, 32, 33, 35, 39, 42, 44, 46, 49, 52	S: 56, 58, 62–63, 66, 75, 77, 78, 82, 94, 98	S: 100, 111, 113, 117, 119, 120, 127, 129, 131, 133, 143, 146, 148	S: 150, 152, 157, 169, 165, 167, 178, 187, 188, 196	S: 198, 203, 205, 211, 214, 219, 220, 223, 224, 227, 233, 234, 240, 246	S: 249, 259–260, 262, 263, 274–275, 277, 279, 283, 290, 293, 302
• use technology effectively to serve their	S: 29, 32, 52	S: 98	S: 116, 129, 143	S: 152, 165, 167,	S: 203, 205, 211, 213, 219, 223, 240,	S: 262, 275, 277,

Specific Outcomes	Communication (Unit 1)	Genre Focus (Unit 2)	Personal Focus (Unit 3)	Popular Culture (Unit 4)	Technology and Science (Unit 5)	Issues (Unit 6)
communication purposes – design texts that they find aesthetically pleasing and useful				176, 178, 187	246	279, 283

Specific Outcomes	Communication (Unit 1)	Genre Focus (Unit 2)	Personal Focus (Unit 3)	Popular Culture (Unit 4)	Technology and Science (Unit 5)	Issues (Unit 6)
• demonstrate a commitment to the skilful crafting of a range of writing and other representations	S: 10, 12–13, 28–29, 30, 32, 33, 35, 39, 42, 44, 46, 49, 52	S: 55, 56, 58, 62–63, 66, 75, 77, 78, 82, 94, 98	S: 100, 111, 113, 116, 117, 119, 120, 127, 129, 131, 133, 143, 146, 148	S: 150, 152, 157, 165, 167, 169, 176, 178, 187, 196	S: 198, 203, 205, 211, 213, 214, 219, 220, 223, 224, 227, 233, 234, 240, 246	S: 249, 259–260, 262, 263, 275, 277, 279, 283, 290, 293, 302
• integrate information from many sources to construct and communicate meaning	S: 13, 28–29, 32, 35, 39, 42, 44, 46, 49, 52	S: 55, 58, 62–63, 66, 75, 82, 98	S: 106, 111, 113, 116, 119, 126, 127, 129, 131, 132, 143, 146, 148	S: 152, 157, 161, 165, 167, 170, 176, 178, 186–187, 188, 196	S: 203, 205, 211, 213, 219, 220, 223, 227, 233, 240, 245–246	S: 249, 259–260, 262, 274–275, 277, 279, 282–283, 290, 293, 302