

# English, Grade 9

Academic

ENG1D

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

**Prerequisite:** None

## Key to Footnote References

The footnotes throughout this course contain abbreviated references to teacher resource guides in the ministry's "Think Literacy Library", available on the ministry website, at [www.edu.gov.on.ca](http://www.edu.gov.on.ca). The guides are identified as follows:

- TLCC 7-12 refers to the main guide, *Think Literacy: Cross-Curricular Approaches, Grades 7-12*.
- TLE 7-9 and TLE 10-12 refer to the subject-specific guides for Language/English, Grades 7-9, and English, Grades 10-12.
- Other subject-specific guides are identified by the initials "TL", followed by the name of the subject (e.g., Computer Integration; Library Research; Media; Technological Education) and the grades the resource guide covers (e.g., TL Computer Integration 7-12).

# ORAL COMMUNICATION

## OVERALL EXPECTATIONS

By the end of this course, students will:

- 1. Listening to Understand:** listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
- 2. Speaking to Communicate:** use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
- 3. Reflecting on Skills and Strategies:** reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

## SPECIFIC EXPECTATIONS

### 1. Listening to Understand

By the end of this course, students will:

#### Purpose

- 1.1** identify the purpose of several different listening tasks and set goals for specific tasks (e.g., identify the purpose of the rhythm and sounds in a read-aloud of a poem; identify the main ideas and significant supporting details in a guest speaker's presentation; listen to both sides of a class debate in order to clarify their own position<sup>1</sup>)

**Teacher prompt:** "What differences are there in the way you listen to a speech versus the way you listen to a class discussion?"

#### Using Active Listening Strategies

- 1.2** identify and use several different active listening strategies when participating in a variety of classroom interactions (e.g., ask questions to show interest during a class discussion about a poem;<sup>2</sup> acknowledge the teacher's feedback on drafts during a student-teacher writing conference; use culturally appropriate body language and eye contact as a member of the audience during another student's presentation)

**Teacher prompt:** "What listening strategies would you use in a discussion with peers? What about in a teacher-student feedback session? Why is there a difference?"

#### Using Listening Comprehension Strategies

- 1.3** identify and use several different listening comprehension strategies before, during, and after listening to understand both simple and complex oral texts (e.g., prepare for the oral reading of a play by brainstorming prior knowledge about the play's topic; ask questions to clarify meaning during a guest speaker's presentation, when appropriate; summarize main ideas from a book club discussion to check understanding<sup>3</sup>)

**Teacher prompt:** "What post-listening strategy do you find most useful after a read-aloud of a short story? Why?"

#### Demonstrating Understanding of Content

- 1.4** identify the important information and ideas in both simple and complex oral texts in several different ways (e.g., listen to a reading of a poem and then discuss the most important images with a partner;<sup>4</sup> listen to a traditional Aboriginal story and create a story web; summarize and explain the central arguments of a speech in their own words; use a graphic form of expression, such as a series of drawings or tableaux, to depict the main events or ideas in an oral text)

**Teacher prompts:** "What parts of the poem should we discuss as a class to improve your understanding of it?" "What images and ideas are emphasized in the oral recording of the poem?"

1. TLCC 7-12 "Triangle Debate" 186 2. TLCC 7-12 "Discussion Etiquette" 176 3. TLE 7-9 "Reading Circles" 64 4. TLCC 7-12 "Think/Pair/Share" 152

## Interpreting Texts

**1.5** develop and explain interpretations of both simple and complex oral texts, using evidence from the text and the oral and visual cues used in it to support their interpretations (*e.g., discuss possible underlying meanings in the lyrics of a popular song after listening to it in class; compare written responses to a read-aloud of a short story*)

**Teacher prompt:** “Which words and phrases in this campaign speech have multiple meanings or are open to a variety of interpretations? How can you tell whether the speaker was being serious or sarcastic?”

## Extending Understanding of Texts

**1.6** extend understanding of both simple and complex oral texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them (*e.g., listen to a reading circle member’s opinion of a text and respond by sharing their own opinion;<sup>5</sup> investigate topics presented in an oral text, using online sources, in order to assess the speaker’s credibility*)

**Teacher prompts:** “How is your interpretation of the presentation different from another classmate’s interpretation?” “How can you relate the ideas discussed in the book club meeting to your own experiences?”

## Analysing Texts

**1.7** analyse both simple and complex oral texts, focusing on the ways in which they communicate information, ideas, issues, and themes and influence the listener’s/viewer’s response (*e.g., analyse how the meaning of the poem is reinforced through the use of choral reading elements; analyse how a guest speaker uses humour to make the audience more receptive to his or her ideas*)

**Teacher prompts:** “How did the changes in the actor’s voice affect your understanding of the character?” “In what ways did the speaker try to influence your response to the issue?”

## Critical Literacy

**1.8** identify the perspectives and/or biases evident in both simple and complex oral texts and comment on any questions they may raise about beliefs, values, and identity, (*e.g., assess the use of accents or dialects in oral texts to determine whether they are being used to reveal character or to create a stereotype or caricature; identify persuasive words or phrases in a radio advertisement aimed at a teenaged audience*)

**Teacher prompts:** “Who is the speaker’s intended audience? How can you tell? How might the message of the text change if the audience were different?” “Does the speaker make any generalizations? Do these generalizations confirm or challenge your own beliefs?” “What action could you take, based on what you have heard?”<sup>6</sup>

## Understanding Presentation Strategies

**1.9** explain how several different presentation strategies are used in oral texts to inform, persuade, or entertain (*e.g., describe how the actor changes his voice to arouse sympathy; examine the use of charts or statistics in a presentation to establish credibility or authority;<sup>7</sup> evaluate the use of a “hook” in an oral presentation to introduce the topic and engage the interest of the audience, and suggest alternative strategies*)

**Teacher prompt:** “What impression does using a chart in your presentation make on your audience?”

## 2. Speaking to Communicate

By the end of this course, students will:

### Purpose

**2.1** communicate orally for several different purposes, using language suitable for the intended audience (*e.g., tell a story to an elementary school class;<sup>8</sup> participate in a classroom debate on a social issue; participate in a book-club discussion;<sup>9</sup> discuss changes to an essay in a student-teacher conference*)

**Teacher prompt:** “What changes would you make in your presentation of the story to make it appropriate for a younger audience?”

### Interpersonal Speaking Strategies

**2.2** demonstrate an understanding of several different interpersonal speaking strategies and adapt them to suit the purpose, situation, and audience, exhibiting sensitivity to cultural differences (*e.g., speak in turn;<sup>10</sup> paraphrase or restate group members’ contributions to a discussion when reporting on the discussion to the rest of the class*)

**Teacher prompts:** “How can you re-engage your audience if they lose interest midway through your presentation?” “What can you do to encourage your peers to participate during small-group discussions?”

5. TLE 7-9 “Reading Circles” 64 6. TLESL/ELD Part II “I’ve Got an Idea” 2 7. TL Media 7-10 “Reading Graphical Texts” 6 8. TLE 10-12 “Readers’ Theatre – Part I” 122 9. TLCC 7-12 “Discussion Etiquette” 176 and TLE 7-9 “Reading Circles” 64 10. TLCC 7-12 “Discussion Etiquette” 176

### Clarity and Coherence

**2.3** communicate in a clear, coherent manner appropriate to the purpose, subject matter, and intended audience (e.g., *organize a presentation using chronological order or a cause-and-effect structure*;<sup>11</sup> *combine logic with an appeal to emotion in a speech*; *explain researched material to peers using the jigsaw method*<sup>12</sup>)

**Teacher prompt:** “How can you organize your presentation to emphasize key points?”

### Diction and Devices

**2.4** use appropriate words, phrases, and terminology, and several different stylistic devices, to communicate their meaning and engage their intended audience (e.g., *use literary language in an oral analysis of a poem during a small-group discussion*; *choose words carefully in order to express opinions in a constructive manner*;<sup>13</sup> *use figurative language to evoke a particular emotion in a monologue*)

**Teacher prompt:** “How can you use correct literary terminology to strengthen your analysis of the text?”

### Vocal Strategies

**2.5** identify several different vocal strategies and use them selectively and with sensitivity to audience needs (e.g., *use pauses and changes of pace to highlight the introduction of each new point in formal and informal dialogue*;<sup>14</sup> *use changes in tone and volume to clarify the implied meaning of a text while reading it aloud*;<sup>15</sup> *adapt voice to role-play a character’s appearance on a television talk show*)

**Teacher prompt:** “How can you use pauses strategically in your presentation?”

### Non-Verbal Cues

**2.6** identify several different non-verbal cues and use them, with sensitivity to audience needs, to help convey their meaning (e.g., *control gestures while making a presentation in order to avoid distracting the audience from the message*; *demonstrate spatial awareness and cultural sensitivity when interacting with others*; *engage in appropriate eye contact during question-and-answer sessions*<sup>16</sup>)

**Teacher prompt:** “How does your body language communicate your interest in the small-group discussion?”

### Audio-Visual Aids

**2.7** use several different audio-visual aids to support and enhance oral presentations (e.g., *use costumes, props, or artefacts to enhance a creative presentation*; *use presentation software to illustrate key events from a biography*; *use an online media clip to clarify and support the arguments made in an oral report*)

**Teacher prompt:** “How can you use props and artefacts to help you deliver this in-role presentation?”

## 3. Reflecting on Skills and Strategies

By the end of this course, students will:

### Metacognition

**3.1** describe several different strategies they used before, during, and after listening and speaking; explain which ones they found most helpful; and identify steps they can take to improve their oral communication skills (e.g., *identify what their classmates know about the topic before they begin planning their presentation*; *explain during a student-teacher conference how they self-monitor their listening and speaking skills*; *outline their learning process when they listen to a class lecture*)

**Teacher prompts:** “How would practising in front of a mirror improve your presentation skills?” “What do you do to stay focused during another student’s presentation?” “What techniques did you use during your presentation to engage your audience? How effective were they? What would you do differently next time?”

### Interconnected Skills

**3.2** identify several of their skills in viewing, representing, reading, and writing and explain how the skills help them improve their oral communication skills (e.g., *analyse a videotape of a small-group discussion to identify effective non-verbal communication strategies*; *explain how reading a character’s dialogue before performing a scene in a readers’ theatre presentation will help them give a better performance*)

**Teacher prompts:** “How does your experience in creating multimedia texts help you understand oral texts?” “Which graphic organizers do you find most helpful when you want to organize your ideas before speaking? Does this change in different situations?”

11. TLCC 7-12 “Types of Organizational Patterns” 16 12. TLCC 7-12 “Jigsaw” 170 13. TLE 7-9 “Reading Circles” 64  
14. TLCC 7-12 “Effective Presentation Skills” 196 15. TL ESL/ELD “Inside/Outside Circle” 116 16. TLCC 7-12 “Effective Presentation Skills” 196

# READING AND LITERATURE STUDIES

## OVERALL EXPECTATIONS

By the end of this course, students will:

- 1. Reading for Meaning:** read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
- 2. Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
- 3. Reading With Fluency:** use knowledge of words and cueing systems to read fluently;
- 4. Reflecting on Skills and Strategies:** reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

## SPECIFIC EXPECTATIONS

### 1. Reading for Meaning

By the end of this course, students will:

#### Variety of Texts

- 1.1** read student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading (e.g., *compare the portrayal of adolescent issues in two short stories from different cultures; identify the theme in a Young Adult novel and a related poem in preparation for a book club discussion*;<sup>1</sup> *compare two newspaper articles on the same topic, identifying where the authors agree and where they differ*;<sup>2</sup> *create a bibliography of several online resources on a topic of interest*)

*Teacher prompt:* “How did comparing the two short stories help you better understand each of them?”

#### Using Reading Comprehension Strategies

- 1.2** use several different reading comprehension strategies before, during, and after reading to understand both simple and complex texts (e.g., *list questions that occur to them as they read in preparation for a book club discussion; preview features of an informational text; explain how the illustrations support the theme of a picture book; use graphic organizers to keep track of important facts while doing research*;<sup>3</sup> *make sketches to visualize the action in a scene, or a process described in an informational text; after reading, explain how the key images in a poem helped them understand the theme of the poem*)

*Teacher prompt:* “How did previewing the text features help you to understand the text?”

#### Demonstrating Understanding of Content

- 1.3** identify the important ideas and supporting details in both simple and complex texts (e.g., *select details from a story to create a profile of a character in the story; use a graphic organizer to categorize the ideas in an article*)

*Teacher prompt:* “What is the main idea? Which details support that idea? Are the ideas grouped in order of importance or according to some other organizational plan?”

#### Making Inferences

- 1.4** make and explain inferences about both simple and complex texts, supporting their explanations with stated and implied ideas from the texts (e.g., *list the words used to describe a character in a short story and make inferences about the character on the basis of those words; consider whether the rhythm of a poem influenced their interpretation of the poem’s theme*)

*Teacher prompts:* “Do any of the words used to describe the character seem out of place among the rest? Did those words cause you to question your reading of the character? Why?” “What inferences can we draw from the use of this particular image in the poem?”

#### Extending Understanding of Texts

- 1.5** extend understanding of both simple and complex texts by making connections between

1. TLE 7-9 “Reading Circles” 64 2. TLE 10-12 “Venn Diagram” 96 3. TLCC 7-12 “Both Sides Now” 74

the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them (e.g., role-play how they would resolve a particular character's dilemma; describe the position a character in a historical novel might take on a present-day issue; determine whether information in a news article supports or contradicts their prior knowledge acquired through research or personal experience)

**Teacher prompts:** "Have you had any experiences that help you understand the events described in this text?" "What cultural differences make this character's experiences different from your own?" "How have your values or beliefs influenced your attitude towards this character?"

### Analysing Texts

**1.6** analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements (e.g., determine whether repeated sounds, words, or phrases in a poem reinforce its theme; determine how a story might change if it were narrated by one of the other characters in the story; determine how altering the punctuation could affect the message of an advertisement)

**Teacher prompts:** "How would you state the theme of this short story? What aspects of the story led you to this understanding?" "Which of the letters to the editor in today's newspaper do you most disagree with? Why?"

### Evaluating Texts

**1.7** evaluate the effectiveness of both simple and complex texts, using evidence from the text to support their opinions (e.g., identify details that made them accept a story as believable; identify details that helped make the argument in an opinion piece convincing; identify the aspects of a favourite poem that make it appealing to them)

**Teacher prompts:** "Was it the author's persuasive language that convinced you, or the strength of her evidence? Or both?" "What aspects of this print advertisement account for its effectiveness in promoting the product?"

### Critical Literacy

**1.8** identify the perspectives and/or biases evident in both simple and complex texts and comment on any questions they may raise about beliefs, values, and identity (e.g., compare the depiction of an issue in a Young Adult novel and the depiction of the same issue in a newspaper report; explain how the social norms and values of a particular society in a different historical period

are reflected in a short story from that place and time; describe differences in how readers from different backgrounds might respond to stereotyping in a text)

**Teacher prompts:** "How is the plot of this Young Adult novel 'gendered'? For example, do the female characters depend on males to rescue them? Is the plot resolved for them in a traditional marriage?" "Whose viewpoint is expressed in this account? What voices are missing, silenced, or discounted in this short story/song lyric/print advertising campaign?"

## 2. Understanding Form and Style

By the end of this course, students will:

### Text Forms

**2.1** identify several different characteristics of literary, informational, and graphic text forms and explain how they help communicate meaning (e.g., dated entries and use of the first person in a journal or diary signal the limited, personal perspective of the author; the dateline and impersonal presentation distinguish the factual, objective orientation of a news report from the personal persuasive orientation of an opinion piece; the linear, episodic plot of a travel or adventure narrative enhances the sense of unpredictability that creates interest and suspense)

**Teacher prompts:** "Is the reporter openly present in this news report? Why not?" "Use a graphic organizer to represent the plot structure of this short story."

### Text Features

**2.2** identify several different text features and explain how they help communicate meaning (e.g., visuals in a children's story provide necessary information that is hard to convey using a child's limited vocabulary; the text layout of a concrete poem can change or add to the meaning conveyed by the words alone)

**Teacher prompt:** "Describe some of the text features on the front page of this newspaper. For what purposes are the different text fonts and sizes used? What about the boxed text and sidebars? The photographs and captions? How do these features draw attention to key stories and ideas and help readers navigate the newspaper?"

### Elements of Style

**2.3** identify several different elements of style in texts and explain how they help communicate meaning and enhance the effectiveness of the

text (e.g., evocative language may be used to create a particular mood in a novel; incongruous words and phrases may be used to create a humorous effect in a short story; a repeated phrase in a song lyric helps to emphasize the theme; the use of words with several connotations can add extra levels of meaning in a poem; alliteration in a magazine or online advertising slogan can help make readers remember the slogan – and the product)

**Teacher prompt:** “What is the effect or mood created by this passage? What words contribute to that effect? Would the effect be enhanced or diminished if different words were used?”

### 3. Reading With Fluency

By the end of this course, students will:

#### Reading Familiar Words

**3.1** automatically understand most words in several different reading contexts (e.g., slang and jargon in a magazine report on teen trends; subject-specific terminology from grade-level texts and supplementary texts about the subject)

**Teacher prompt:** “Do you recognize these slang words from your own experience?”

#### Reading Unfamiliar Words

**3.2** use appropriate decoding strategies to read and understand unfamiliar words (e.g., use understanding of word order and parts of speech to infer the meaning of a new word; sound out words phonetically; substitute a word that would make sense in the same context for the unfamiliar word; use knowledge of roots, prefixes, and suffixes to determine the meaning of unfamiliar words)

**Teacher prompt:** “What do you do when you encounter unfamiliar words in a poem or story?”

#### Developing Vocabulary

**3.3** identify and use several different strategies to expand vocabulary (e.g., maintain personal word lists of effective words or phrases encountered in a literary context; identify words borrowed from other languages; list different uses of a new word in a personal dictionary; use a graphic to explore a word family)

**Teacher prompts:** “The word ‘break’ has a number of different meanings, so it can be used in a number of different contexts. How many other words can you think of that have multiple meanings?” “What are some of the words in your vocabulary that you first learned from television or the Internet?”

### 4. Reflecting on Skills and Strategies

By the end of this course, students will:

#### Metacognition

**4.1** describe several different strategies they used before, during, and after reading; explain which ones they found most helpful; and identify specific steps they can take to improve as readers (e.g., describe similarities and differences in the way they read a poem and a print advertisement; rank their top five reading comprehension strategies in order of effectiveness and give reasons for their choices; compare their top five strategies with those of a peer and collaborate to identify and describe the best use for each strategy)

**Teacher prompts:** “How did previewing text features help you read that section of the textbook?” “How did this graphic organizer help you find the answers you needed from the textbook?” “How did your participation in a literature circle strengthen your understanding of the novel?”

#### Interconnected Skills

**4.2** identify several of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help them read more effectively (e.g., explain to a peer how presenting or viewing a dramatization of dialogue from a short story helped them understand the main character in the story; report to the class on how discussion with a partner helped clarify or extend their understanding of a news article about a local issue)

**Teacher prompts:** “Did imagining how the characters would speak these lines clarify your interpretation of the text?” “Did the discussion with your partner raise questions that should have been addressed in the text but weren’t?” “Did your ability to interpret bar graphs help you grasp the argument in the text?”

# WRITING

## OVERALL EXPECTATIONS

By the end of this course, students will:

- 1. Developing and Organizing Content:** generate, gather, and organize ideas and information to write for an intended purpose and audience;
- 2. Using Knowledge of Form and Style:** draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
- 3. Applying Knowledge of Conventions:** use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
- 4. Reflecting on Skills and Strategies:** reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

## SPECIFIC EXPECTATIONS

### 1. Developing and Organizing Content

By the end of this course, students will:

#### Identifying Topic, Purpose, and Audience

- 1.1** identify the topic, purpose, and audience for several different types of writing tasks (*e.g., a narrative poem depicting a humorous incident for peers; a review of a book or film for fellow students; an account of an important event in Aboriginal history for the school newspaper; an expository essay explaining a character’s development in a short story or novel for the teacher;<sup>1</sup> a ballad about a local person or event for the class yearbook*)

**Teacher prompt:** “What is the purpose of your movie review – to encourage others to see the movie or to warn them about some aspect they may not like?”

#### Generating and Developing Ideas

- 1.2** generate and focus ideas for potential writing tasks, using several different strategies and print, electronic, and other resources, as appropriate (*e.g., complete a K-W-L chart to focus an enquiry about an identified topic; participate in a small group discussion to generate ideas for an opinion piece;<sup>2</sup> identify key words to focus and guide electronic research; use different types of questions – prediction, probability, possibility, and speculation – to deepen understanding of a specific topic*)

**Teacher prompts:** “What prior knowledge do you have about the topic?” “How could answering the 5 W’s help you generate information on a topic?” “What other resources could you consult about this topic?”

#### Research

- 1.3** locate and select information to support ideas for writing, using several different strategies and print, electronic, and other resources, as appropriate (*e.g., create a research plan and track their progress using a print template; identify a variety of sources needed to research the topic, including both primary and secondary sources; conduct interviews with community members, experts on a topic, or witnesses to an event; use key word searches and other browsing strategies to locate appropriate sources, information, and terminology in online library catalogues, general encyclopaedias, and dictionaries; summarize/paraphrase research notes on index cards; record all sources of information in a list of works cited or references, observing conventions for proper documentation and full acknowledgement of sources and extracts, in recognition of the need to credit original authors and promote academic honesty; use a detailed template to evaluate sources and information for reliability and accuracy; use criteria developed in small groups to select appropriate information*)

**Teacher prompts:** “Identify the stages of research and how you plan on completing each stage.” “What kinds of searches give you the best research results and why?”

1. TLCC 7-12 “Setting the Context” 102 2. TLCC 7-12 “Think/Pair/Share” 152

## Organizing Ideas

**1.4** identify, sort, and order main ideas and supporting details for writing tasks, using several different strategies and organizational patterns suited to the content and purpose for writing (e.g., use a point-form outline to organize content for writing;<sup>3</sup> organize a series of paragraphs for an opinion piece;<sup>4</sup> use a storyboard to establish the sequence for a film or stage adaptation of a literary work; use a cause-and-effect chart to organize ideas for an analysis of a character's motivations and behaviour; work with several classmates to develop headings and group data for a textual analysis; use a concept-mapping software program to move from a concept map to a writing outline;<sup>5</sup> experiment with one or more organizational patterns to connect and order free-associated images for a poem)

**Teacher prompt:** "What organizational pattern [e.g., cause and effect; comparison and contrast] will you use to present your ideas? Why is that pattern appropriate?"

## Reviewing Content

**1.5** determine whether the ideas and information gathered are relevant to the topic, sufficient for the purpose, and meet the requirements of the writing task (e.g., visualize or perform the steps in a procedure to check for relevance and completeness; highlight the words in paragraphs that reflect or are linked to key words in the thesis)

**Teacher prompt:** "Have you included everything you need to include? Have you detected any unnecessary information?"

## 2. Using Knowledge of Form and Style

By the end of this course, students will:

### Form

**2.1** write for different purposes and audiences using several different literary, informational, and graphic forms (e.g., a supported opinion essay about a school issue for the class newspaper; a comic strip based on a scene from a short story for young children; text for trading cards of mythological figures to share with friends; a poem inspired by a descriptive passage in a short story)

**Teacher prompts:** "How will you signal the stages in your argument? At what stage will you begin to include your supporting details?" "What images from the narrative description will you use in your poem?"

### Voice

**2.2** establish an identifiable voice in their writing, modifying language and tone to suit the form, audience, and purpose for writing (e.g., use formal language and a polite tone in a letter to the editor, and informal language and an emphatic or humorous tone in a blog; vary the tone and diction for brief in-role messages of congratulation from a student, a parent, and a politician)

**Teacher prompts:** "How would the message change with a different writer or speaker?" "How would the letter to the editor change if you were writing for an audience of your classmates?"

### Diction

**2.3** use appropriate descriptive and evocative words, phrases, and expressions to make their writing clear and vivid for their intended audience (e.g., use peer slang in a morning announcement; select words that sound like the things they describe [onomatopoeia] to reinforce an idea or impression)

**Teacher prompts:** "How would the words you use in a letter differ from those in an e-mail?" "How would the use of words with harsh or explosive consonants enhance your description of the storm?"

### Sentence Craft and Fluency

**2.4** write complete sentences that communicate their meaning clearly and accurately, varying sentence type, structure, and length for different purposes and making logical transitions between ideas (e.g., use a variety of simple, complex, and compound sentences to add interest and improve the flow of their writing<sup>6</sup>)

**Teacher prompt:** "Would alternating short, abrupt sentences with longer sentences help hold your readers' attention? When might it be effective to use a series of short, abrupt sentences?"

### Critical Literacy

**2.5** explain how their own beliefs, values, and experiences are revealed in their writing (e.g., analyse their writing to determine whether voices are missing that it would be appropriate to include; use peer feedback to identify relevant ideas or opinions that have not been considered in the text<sup>7</sup>)

**Teacher prompts:** "If you adopted a different perspective on this topic, what points would you need to address or cover in more detail

3. TLCC 7-12 "Webbing, Mapping and More" 108 4. TLE 10-12 "Developing and Organizing Ideas: Writing a Series of Paragraphs Expressing an Opinion" 42 5. TL Computer Integration 7-12 "Developing and Organizing Ideas: Webbing and Mapping" 26  
6. TLE 10-12 "Revising and Editing Modelled Writing" 50 7. TL Library Research 7-12 "Reacting to Reading: Critically Evaluating Resources" 18

in your essay? What questions would you need to ask?" "If you highlight all the pronouns in your writing, what do you notice?" "If you list the self-selected topics you have been writing about, what do you notice?"

### Revision

**2.6** revise drafts to improve the content, organization, clarity, and style of their written work, using a variety of teacher-modelled strategies (e.g., *add examples to support the main idea; remove irrelevant or confusing details; insert appropriate connecting words at the beginning of paragraphs in a series to signal continuity of thought and relationships between ideas; reorder events in a news article to emphasize the most important facts and ideas*<sup>8</sup>)

**Teacher prompts:** "How can asking the questions 'Why?' or 'So what?' help you expand the depth and breadth of ideas in a piece of writing?" "Are there any unnecessary details that you could remove from your narrative?" "Can you identify a single controlling idea that unifies your writing?"

### Producing Drafts

**2.7** produce revised drafts of both simple and complex texts written to meet criteria identified by the teacher, based on the curriculum expectations (e.g., *adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions*)

**Teacher prompts:** "What did you learn by examining the verbs in your narrative? Are your tenses consistently appropriate? Are the verbs mostly in the active voice?" "Can you see the pattern of main idea and supporting details in your paragraph?"

## 3. Applying Knowledge of Conventions

By the end of this course, students will:

### Spelling

**3.1** use knowledge of spelling rules and patterns, several different types of resources, and appropriate strategies to spell familiar and new words correctly (e.g., *keep lists of academic vocabulary and course-specific literary terms; identify distinct styles for spellings and abbreviations associated with specific media and/or audiences, such as texting language;*<sup>9</sup> *use computer spell-check programs; use understanding of sound-symbol relationships, word structures, word meanings,*

*and generalizations about spelling to identify and correct misspellings*)

**Teacher prompts:** "How will it help your spelling to break a word into its root, suffix, and prefix?" "Will knowing that the word 'phantom' comes from ancient Greek, and that Greek does not have the letter 'f', help you remember that 'phantom' starts with 'ph'?"

### Vocabulary

**3.2** build vocabulary for writing by confirming word meaning(s) and reviewing word choice, using several different types of resources and strategies, as appropriate for the purpose (e.g., *refer to classroom word walls;*<sup>10</sup> *keep a personal list of noteworthy new words and phrases encountered in texts; keep a personal list of common prefixes and suffixes and effective words and phrases; use a dictionary or thesaurus to find alternative words; confirm meaning by examining roots, prefixes, and suffixes;*<sup>11</sup> *use new words in their writing that they encounter through reading extensively and intensively*)

**Teacher prompts:** "Why does making a rhyme about the word help you to remember it?" "What are the different meanings of the word 'photo' in a science textbook, a camera manual, and a printer manual?"

### Punctuation

**3.3** use punctuation correctly to communicate their intended meaning (e.g., *use final punctuation appropriate to the sentence type; use quotation marks for dialogue and direct quotations, including quotations from published sources; use commas to separate words or items in a list and in dates and addresses, and to clarify relationships between words and phrases in a sentence*)

**Teacher prompt:** "How does reading your writing aloud help you discover where to punctuate it?"

### Grammar

**3.4** use grammar conventions correctly to communicate their intended meaning clearly (e.g., *construct phrases and clauses and arrange them appropriately to write complete and correct simple, compound, complex, and compound-complex sentences; identify and correct a variety of sentence errors, such as sentence fragments, comma splices, and run-on sentences; consistently make subject and verb agree and use appropriate verb tenses; consistently make pronouns agree with their antecedents*)

**Teacher prompts:** "What effective sentence patterns would you like to record in your

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writing notebook to help you in the future?"  
"Your next sentence starts with 'this', but it's not clear what 'this' refers to. What can you do to make the sentence clearer?"

### Proofreading

**3.5** proofread and correct their writing, using guidelines developed with the teacher and peers (*e.g., consult print and electronic references to check spelling; develop and use a checklist specific to the writing task; with a partner, read work aloud to check for clarity and interest*)

**Teacher prompt:** "How could you check your writing for subject-verb agreement or pronoun-antecedent agreement?"

### Publishing

**3.6** use several different presentation features, including print and script, fonts, graphics, and layout, to improve the clarity and coherence of their written work and to engage their audience (*e.g., select striking computer graphics and fonts to heighten the impact of a news article; select images or unusual fonts or other design features for a title page to reflect or foreshadow the content of a story; use design elements such as columns, headlines, and visuals to create an arresting front page for a class newspaper*)

**Teacher prompt:** "How could you use different fonts to suggest the story's principal theme or mood?"

### Producing Finished Works

**3.7** produce pieces of published work to meet criteria identified by the teacher, based on the curriculum expectations (*e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions<sup>12</sup>*)

**Teacher prompt:** "Have you followed the appropriate conventions recommended for presenting a series of events in the form of a news report?"

## 4. Reflecting on Skills and Strategies

By the end of this course, students will:

### Metacognition

**4.1** describe several different strategies they used before, during, and after writing; explain which ones they found most helpful; and identify several specific steps they can take to improve as writers (*e.g., keep a log of everything they do*

*when they begin a writing task; describe the place where they like to write; explain how they find quotations to support their writing*)

**Teacher prompts:** "Before Grade 9, what did you know or understand to be your strengths as a writer? Has this changed?" "What did you learn about yourself as a writer as a result of the group writing experience?" "How do you determine whether the peer feedback you receive is valid or not?"

### Interconnected Skills

**4.2** identify several different skills they have in listening, speaking, reading, viewing, and representing and explain how the skills help them write more effectively (*e.g., read their writing into a tape-recorder and listen to the playback as part of the editing process; explain how analysing a piece of Young Adult fiction by a favourite author helped them identify elements and approaches they could experiment with in a story of their own*)

**Teacher prompts:** "How does listening to the taped reading of your writing help you revise it?" "What did you discover from reading Young Adult fiction that you could apply to your own short story?"

### Portfolio

**4.3** select several examples of different types of writing that they think most clearly reflect their growth and competence as writers and explain the reasons for their choice (*e.g., compare a first draft to a later or final draft, identify improvements they made, and explain what they learned from the redrafting process; compare the process for writing a poem and a news report about the same event and identify challenges they overcame during the writing process for each form*)

**Teacher prompts:** "What pieces do you feel show your creativity as a writer? What is it about these pieces that you like?" "How did changing the opening words of most sentences from 'the' plus a noun to two adjectives or a prepositional phrase or past participle improve the draft?"

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# MEDIA STUDIES

## OVERALL EXPECTATIONS

By the end of this course, students will:

- 1. Understanding Media Texts:** demonstrate an understanding of a variety of media texts;
- 2. Understanding Media Forms, Conventions, and Techniques:** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- 3. Creating Media Texts:** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- 4. Reflecting on Skills and Strategies:** reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

## SPECIFIC EXPECTATIONS

### 1. Understanding Media Texts

By the end of this course, students will:

#### Purpose and Audience

- 1.1** explain how both simple and complex media texts are created to suit particular purposes and audiences (*e.g., both the feature articles and the advertisements in a women’s fashion magazine are designed to appeal to – and influence – women’s sense of fashion and beauty, and to promote sales; a web page about skateboarding has both video clips that feature new and challenging jumps and links to advertisers promoting the latest equipment*)

**Teacher prompt:** “What elements in this teen magazine advertisement for a skin care product appeal to the target audience? How does the ad affect the way members of the target audience see themselves?”

#### Interpreting Messages

- 1.2** interpret simple and complex media texts, identifying and explaining the overt and implied messages they convey (*e.g., explain what the words, symbols, and images on a cereal box communicate about the cereal; explain what the title and cover art of a graphic novel communicate about the story and its intended audience<sup>1</sup>*)

**Teacher prompts:** “What messages about family life are communicated by character relationships and plot outcomes in your favourite TV sitcom?” “What kinds of messages are often

stated in the speeches, posters, and other campaign materials of students running for student council? What kinds of messages are sometimes implied?”

#### Evaluating Texts

- 1.3** evaluate how effectively information, ideas, issues, and opinions are communicated in both simple and complex media texts and decide whether the texts achieve their intended purpose (*e.g., compare the film adaptation of a novel to the novel itself and explain what is communicated more effectively and less effectively by the film; explain how the content, graphics, design, and layout of a popular teen magazine contribute to its success<sup>2</sup>*)

**Teacher prompt:** “How clearly do the icons on a digital camera screen identify what their functions are?”

#### Audience Responses

- 1.4** identify and explain different audience responses to selected media texts (*e.g., poll friends and family members to gauge their reactions to a movie trailer, and explain differences in their responses; explain differences in male and female peers’ reactions to a music video*)

**Teacher prompt:** “Do students, teachers, and principals respond differently to morning announcements in schools? Why?”

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### Critical Literacy

- 1.5** identify the perspectives and/or biases evident in both simple and complex media texts and comment on any questions they may raise about beliefs, values, and identity (e.g., *identify the characteristics that signal Canadian content and interests in a Canadian television program; explain the messages conveyed through the depiction of gender roles in popular music videos*)

**Teacher prompts:** “To what degree does this program reflect your own interests and identity as a Canadian? Why do you think national identity is promoted? What other types of identity are important to you?” “How do images included in a school newsletter or newspaper reflect values and identity?”

### Production Perspectives

- 1.6** explain how several different production, marketing, and distribution factors influence the media industry (e.g., *explain why DVDs include trailers for first-run movies playing in local theatres; explain how a shopping mall is designed and organized to influence consumers*)

**Teacher prompt:** “Why would companies pay to have their products used in films and television shows?”

## 2. Understanding Media Forms, Conventions, and Techniques

By the end of this course, students will:

### Form

- 2.1** identify general characteristics of several different media forms and explain how they shape content and create meaning (e.g., *a billboard soft-drink ad presents a static image suggesting the product’s thirst-quenching qualities,<sup>3</sup> while a television commercial links the product to a lively, interactive social situation*)

**Teacher prompt:** “How does the representation of a doctor in a product advertisement differ from the representation of a doctor in a medical drama?”

### Conventions and Techniques

- 2.2** identify several different conventions and/or techniques used in familiar media forms and explain how they convey meaning and influence their audience (e.g., *camera angles and sound effects in films can create suspense and evoke fear in the audience; headlines, photographs, and captions in newspaper and magazine layouts draw the reader’s attention to particular stories<sup>4</sup>*)

**Teacher prompt:** “How is the use of an extreme close-up (say, of a character’s eye) in a horror movie different from the use of an extreme close-up of a diamond ring in a jewellery ad?”

## 3. Creating Media Texts

By the end of this course, students will:

### Purpose and Audience

- 3.1** describe the topic, purpose, and audience for media texts they plan to create (e.g., *a video or photo collage to persuade peers to participate in a favourite sport or club*) and identify specific challenges they may face in achieving their purpose

**Teacher prompt:** “What could you include in your book-promotion poster that would get your classmates’ attention?”

### Form

- 3.2** select a media form to suit the topic, purpose, and audience for a media text they plan to create, and explain why it is an appropriate choice (e.g., *explain why a video would be more effective than a brochure to present information about climate change to a science class<sup>5</sup>*)

**Teacher prompt:** “What forms might you choose to document and celebrate the winning season of a local team? What would be the advantages and disadvantages of each form?”

### Conventions and Techniques

- 3.3** identify several different conventions and/or techniques appropriate to a media form they plan to use, and explain how these will help them communicate meaning (e.g., *conventions/techniques for the home page of a website: menus to identify the main topics covered on the site; visuals to create interest in particular topics; links to other websites*)

**Teacher prompt:** “What types of special effects could you use to create suspense in a short action film?”

### Producing Media Texts

- 3.4** produce media texts for several different purposes and audiences, using appropriate forms, conventions, and techniques (e.g., *a TV public service announcement to inform teens about a social issue or health topic; a brochure to inform peers about important figures in Aboriginal history*)

**Teacher prompt:** “What elements will you include in your movie poster? How will you make sure the poster appeals to the movie’s target audience of young children?”

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4. TL Media 7-10 “Exploring the Key Concepts of Media Literacy” 2  
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## 4. Reflecting on Skills and Strategies

By the end of this course, students will:

### Metacognition

**4.1** describe several different strategies they used in interpreting and creating media texts, explain which ones they found most helpful, and identify several specific steps they can take to improve as media interpreters and producers (*e.g., explain how they used feedback from the teacher and peers to improve a text they created; record in a learning log the design and production challenges that required the most creativity and perseverance to solve* )

**Teacher prompt:** “What strategies helped you identify the implicit message conveyed by the cover of a DVD you viewed recently?”

### Interconnected Skills

**4.2** explain how their skills in listening, speaking, reading, and writing help them interpret and produce media texts (*e.g., recognizing how graphics clarify explanations in a textbook can help them design a useful web page*)

**Teacher prompt:** “How does talking about an issue in a small group help you clarify the point you want to emphasize in a poster?”